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ABSTRACT

Mentoring at-risk students has become one of the fastest growing and frequently used strategies across the nation to help young people. This document examines the structure and implementation of mentoring programs. Chapter 1 discusses mentoring as an appropriate and effective strategy. The mentoring relationship is examined, natural versus planned mentoring is discussed, and program types and examples are provided. Chapter 2 considers needs assessment issues. Analysis of data, program costs, liability, and support are discussed. Chapter 3 looks at program management; goal setting, clarifying objectives, evaluating a program, goals and rationales, setting timelines, and a timetable for a mentoring program are addressed. Chapter 4 discusses the identification, selection, and recruitment of proteges, training, and orienting. Chapter 5 deals with finding and selecting mentors and publicizing the program. Also discussed are matching mentors and proteges, mentor orientation and training, and the first meeting. Chapter 6 contains information about managing the program; mentor contact, protege contact, and supervising the match are discussed. Also included is information about group activities, recognizing mentors and proteges, expanding and refining the program, and terminating mentors and proteges. Sample forms which can be used by program planners are included and discussed in the appendices. (LLL)

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THE MENTORING GUIDEBOOK

A PRACTICAL MANUAL

FOR DESIGNING

AND

MANAGING A

MENTORING PROGRAM

BY

LIB CROCKETT AND JAY SMINK

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The National Dropout Prevention Center is a partnership between an organization of concerned leaders—representing business, educational and policy interests and Clemson University, created to significantly reduce America's dropout rate by fostering public-private partnerships in local school districts and communities throughout the nation. The Center cultivates these partnerships by collecting, analyzing and disseminating information about dropout prevention policies and practices; and by providing technical assistance to develop and demonstrate dropout prevention programs.

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PREFACE

During 1989, The National Dropout Prevention Center conducted an analysis of dropout prevention literature and more than 300 programs in the FOCUS database to find out what really works. The result was a publication titled, *Twelve Effective Strategies in Dropout Prevention*, which identified mentoring as a primary strategy and worthy of additional research.

After conferring with experts in the field such as Jerry Willbur, Bill Gray, Ricki Wertz, Tom Evans and Doug Holliday, we determined that mentoring programs were especially effective for at-risk youth. Later that year the Center published *Mentoring Programs for At-Risk Youth*, in an attempt to offer some basic information to those who wanted to implement their own programs.

Still, judging by the number of calls we received, it was not enough. Our callers wanted and needed step-by-step instructions on how to develop a mentoring program—instructions that were generic enough to adapt to the needs of their young people and communities. They did not want to "reinvent the wheel" or repeat the mistakes of others. They wanted to know the problems they would encounter.

This manual is our attempt to meet the needs of those who have called the Center. The document is based on our experience in operating two mentoring programs, hours spent on the phone with our colleagues across the nation who have done the same, analyses of more than 60 mentoring programs in our FOCUS database, as well as others we heard about, and conferring with many individuals through conferences, workshops and seminars. We hope that it accomplishes this purpose.

No document, however well-written or researched, can cover every contingency. We do feel that this manual will amply prepare those who are interested in mentoring by offering considerable food for thought. The forms contained in the back have been designed to enable planners and managers to work their way through the process by gathering as much information as possible to ensure program success. Those we have used from other programs are identified as such. Additional mentoring programs and resources are listed.

Mentoring is not simple, but it is effective. It takes time, patience and planning. We earnestly encourage you to consider it. To those who do, good luck. We will help you in any way we can.

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CHAPTER ONE

MENTORING AS AN APPROPRIATE AND EFFECTIVE STRATEGY

As society has changed, so has its structure. Formerly, young people looked to their parents or other close relatives for models to follow. Young men and women were trained for the "family" business and their career paths were clearly outlined. However, the increasing transience of America's population and technological advances have resulted in many societal changes. The nuclear family is almost nonexistent. Families are no longer closely knit and nearby. Members are far flung, and contacts are infrequent. Role models are not always readily available and career paths are less distinct.

The added pressures of modern life have contributed to the growing number of single parent homes. Homes in which the parent contends with daily problems of balancing job(s), children and financial obligations are much more common. In many cases, children are left to their own devices.

Frequently, they feel as if no one cares which, in turn, leads to social and behavioral problems that spill over into school. These problems require immediate and effective solutions for children at-risk.

Mentoring at-risk students has become one of the fastest growing and frequently used strategies across the nation to help young people. An analysis of dropout prevention and retrieval programs conducted by the Illinois State Board of Education concluded that certain services were more effective for at-risk students, while others were more effective in encouraging dropouts to return and complete their education (July, 1990).

Programs that included a mentoring component were successful with 83 percent of the at-risk students and 70 percent of the retrieved dropouts. Schools establish links between youths and adults in order to reduce absenteeism, improve grades, and to prevent dropping out of school. Communities fund and implement programs for young people that provide positive role models to counteract the lack of appropriate family guidance and to offer new and varied options for young people as they become adults. Even businesses recognize the value of pairing experienced workers with new employees to "teach them the ropes." And schools match seasoned teachers with new ones to reduce frustration during the first year.

This document examines the structure and implementation of mentoring programs. Components which have contributed to the success of these programs have been synthesized in order to provide a working document which will enable the reader to develop and implement a mentoring program.

Many sample forms which can be used by program planners are included and discussed in the appendix of this document.

THE MENTORING RELATIONSHIP

Mentoring is defined as a supportive relationship between a youth or young adult and someone who offers support, guidance and concrete assistance as the younger partner goes through a difficult period, enters a new area of experience, takes on important tasks or corrects an earlier problem (Flaxman, Ascher, & Harrington, 1988).

The relationship that develops (or doesn't) between adult mentors and their younger proteges defines the success or failure of any program. After all, program planners are trying to facilitate a relationship that generally evolves through a natural process of selection and mutual attraction.

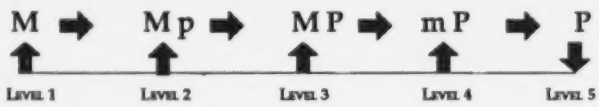
Mentoring usually takes place when the prospective mentor sees some natural talent or skill in a protege or when the protege performs some important task in a visible manner. Moore (1982) terms this "recognition." It is soon followed by other test situations after which the actual mentor-protege relationship is initiated by either or both parties or by a third party or agency.

The relationship itself can be described as fragile and frightening because of the inherent potential for reward and failure (for both the

mentor and protege). The structure is highly developed and occurs at five separate and distinct levels, even when occurring naturally. Gray's Mentor-Protege Relationship Model (1989), shown below in Figure 1, illustrates the various stages or levels of the process.

GRAY'S MENTOR-PROTEGE RELATIONSHIP

FIGURE 1



Level 1

The mentor possesses information or expertise that the protege doesn't. Recognition and introduction of partners generally occurs here. (Capital M stands alone.)

Level 2

The mentor shares with the protege from a position of authority or "have-to- have-not." This is the time when mutual trust is built and the protege begins to acquire information and skills to put into practice. Protege still relies on mentor. (Characterized by the capital M and the lower case P.)

Level 3

The mentor and protege gain more equal footing. Protege is assimilating behaviors or skills and using them as well as making more decisions without consulting the mentor. (Both letters are capitalized.)

Level 4

The protege becomes less dependent on the mentor and utilizes new information and skills, turning less to mentor for assistance. The relationship starts to dissolve and the pair become more separate. (Letter M is lower case and P is capitalized.)

Level 5

Protege has acquired desired expertise and can stand alone. The relationship between pair may be redefined to permit friendship. However, it can also be characterized by dissolution of or separation of the relationship. The protege may even become a mentor at some future point. (The letter P is capitalized and stands alone.)

Progression of a mentoring relationship is not necessarily linear. Because of individual differences and rates of achievement, a mentor-protege level can move from Level One to Level Three or Level Two to Level Five, and so on in any number of combinations.

In order for mentor and protege to benefit fully from the relationship, careful thought must be given to structure and organization, especially in the selection and matching of participants. However, this will be discussed in greater detail in subsequent chapters.

NATURAL VERSUS PLANNED MENTORING

While mentoring which occurs naturally within various organizations is successful, there are drawbacks. First, not everyone is mentored—cutting off obvious routes to success through a lack of awareness of practices which enhance forward progress (Watkins, Giles, & Endsleg, 1987). Second, those who are not mentored may feel neglected or perceive themselves as unworthy. This can lead to resentment or anger that may manifest itself in inappropriate ways and lessen an individual's chances for success. Third, there may be policies or behaviors of which the protege is unaware because of his or her background. He or she has no one to consult or even to model which can minimize opportunities for advancement.

Planned mentoring programs are advantageous. They assess the needs of young people and determine specific goals and objectives that are measurable. They can be tailored to achieve

certain objectives and to correct any problems early in the process. They can be refined and adapted. And they can identify and fully use resources available within a community, school or business for the benefit of all. The previously mentioned Illinois study also determined that mentoring was one of the most cost-effective strategies in its dropout prevention and retrieval programs with a cost of $40 per student (July, 1990).

THE NEED FOR DATA

As the popularity of mentoring programs has grown, so has the need for hard data to validate assumptions about their effectiveness. Much of the literature has been based on anecdotal information. However, more and more planners and managers are recognizing the need for valid and reliable evidence to substantiate and improve upon a program. Many early programs operated under the best of intentions but with little structure or management. Now planners realize that while programs must address varying community or school needs, there are common elements that can enhance program operation.

PROGRAM TYPES

Mentoring programs vary greatly in their approaches and methodology. Schools are most frequently the focus of mentoring programs. First, they contain the groups that planners wish to target, supplying a pool of clients as well as potential program staff. And second, there are many resources already present within the system that can be used for identification, referral, monitoring and measurement.

The following are some examples and common characteristics of successful programs. Some forms used by planners of these programs are included in the appendix.

SCHOOL PROGRAMS

These programs are initiated, designed and operated by school personnel (at either individual school sites or the district level). Goals and objectives often focus on school achievement and school-related behaviors such as test scores and/or attendance. Mentors are frequently teachers and other school personnel, but can include volunteers from local business and the community.

The ABC Program

The ABC (Attitude, Behavior and Change) Program at Coconut Beach High School in Coconut Beach, Florida matches teachers, known as facilitators, with ninth through twelfth graders who are having problems with grades, attendance or discipline. Facilitators meet with their proteges for one hour at least once a week during school. They discuss any problems or situations that are of concern to the student and offer academic assistance. Participation by teachers is voluntary and mentoring has extended to social situations outside of the classroom, such as attendance at school sporting events. Since the program's implementation two years ago, attendance and grades have increased, and discipline referrals have decreased.

The Norwalk Adopt-A-School Program

The Norwalk Adopt-A-School Program is another school-based mentoring program. This project is operated by the school district of Norwalk, Connecticut and includes several schools throughout the city. Students in grades two through eight are identified by school personnel on the basis of skills deficits and poor self-concept. Mentors are recruited at their workplace and spend one hour each week with their protege at the school site. Mentors and proteges can read, visit the library or play games. Mentors are also granted release time from their place of employment. Operational since 1986, the

Norwalk Program has demonstrated an 86 percent increase in attendance, fewer discipline referrals, as well as improvement in student attitudes about themselves and authority figures.

COMMUNITY PROGRAMS

Most of these are designed and managed by community groups such as service clubs or social service agencies. They can operate within a school setting and may focus on school-related behaviors such as grades or attendance. However, these programs may also be directed at certain target groups or specific problem behaviors exhibited by young people outside the school setting.

The Greenville Urban League

The Greenville Urban League of Greenville, South Carolina matches minority students in grades ten through twelve with black professionals from the community. The primary objective is to help young people make a smoother transition from school to the workplace. Mentors spend at least one hour every week with the proteges. Mentors are encouraged to spend time on their job with their student as well as engage in purely social activities. Students attend weekly skill-building workshops conducted by area employers and may earn summer jobs. Local employers also offer teachers and principals jobs during the summer improving their understanding of the business world and, enabling them to convey firsthand to students, the realities of the workplace.

Project Live

Project Live, managed by The Children's Aid Society of New York, provides seventh grade at-risk students with hours of extra help in acquiring reading skills. Those who are two years behind in reading and will not be promoted to the eighth grade are paired with employees from local businesses. Students are bussed to the workplace once each week where they spend two hours working with their volunteer tutors/mentors. Students respond very positively to the individual attention from an adult, and the volunteer is encouraged to show the student around his or her workplace. Many times the relationship develops beyond just tutor and student. Students' skills and attitudes show great improvement (most all are

promoted to the eighth grade). An independent study found that students in Project Live have a lower dropout rate, nine percent compared to the city-wide rate of 32.5 percent.

BUSINESS - EDUCATION PARTNERSHIPS

These mentoring programs link schools and local businesses. They are nearly always sponsored by individual businesses or local chambers of commerce. Frequently they focus on developing academic and job skills or relating education to the job market and can be managed by a school or business person.

The Mentor Program

The Mentor Program, originally a joint project of The Federal Bar Council and the New York Alliance for Public Schools, helps high school students realize how law influences their lives. Lawyers and other legal professionals from some of the nation's most prestigious law firms act as mentors to students. Young people observe firsthand how law firms function. During the course of the program (generally one-half of the school year), proteges meet with lawyers, tour law firms, discuss day-to-day legal operations as well as visit federal and family courts in session. They may also participate in mock trials or mock depositions. Materials have been developed for teachers to help prepare classroom lessons related to Mentor activities. While a basic curriculum and activities are provided, participating firms are encouraged to design their own individual programs that reflect individual needs and interests. Evaluators report a significant increase in students' knowledge of the law as well as an improvement in their attitudes toward authority figures. The program has spread to schools in Arizona, Washington State and Washington, DC.

The Calloway County Mentorship Program

The Calloway County Mentorship Program of Murray, Kentucky pairs high school students with local employers in order to experience the business world. During the second semester of their senior year, students intern in a local business. Hours vary and are set by the business and student based on school and family responsibilities. Students are not paid, participation is voluntary and parental consent is required. Permission forms require parents to assume responsibility–the school is not held liable. Students find out

quickly that the skills acquired in school carry over into the workplace. Grades and attendance are carefully monitored. The mentorship program requires students to assume sole responsibility for adherence to rules and regulations regarding attendance and behavior on the job. This has a positive effect on school attendance as the lessons learned on the job carry over into the school setting. In its three years of operation, the program has paired more than 400 students with 160 businesses. Evaluation data is gathered from mentors, proteges, parents and school personnel.

HIGHER EDUCATION SPONSORED PROGRAMS

Many community colleges and universities have piloted programs to help disadvantaged students acquire academic skills and to expose them to the idea of postsecondary education. Generally these programs are collaborations between a local school and the college. Some programs are university-wide while others utilize mentors from a single club, class or service group.

The Clemson Crossroads Program

The Clemson Crossroads Program operating from Clemson University in Clemson, South Carolina matches university faculty, staff and students with seventh and eighth grade students from a local junior high school. These mentors offer academic assistance, exposure to campus life and events, and act as friends and role models to the proteges. Mentors are encouraged to share jobs and classes with proteges and involve them in cultural and social events. Activities extend beyond the campus to surrounding metropolitan areas. Proteges are referred by teachers or counselors and are identified by test scores, grades, attendance and disciplinary information. Parental permission is required for participation. Although in its first year, teachers and parents report an improvement in grades and attendance. Students are exhibiting an increase in self-esteem and attitudes toward authority figures.

The CUNY-BOE Student Mentor Program

The Student Mentor Program operated by the City University of New York (CUNY) and the Board of Education (BOE) pairs CUNY students with disadvantaged high school students. CUNY mentors receive course credit for

participation and must spend at least two hours every week with the protege. Activities can center around classes or campus life or career exploration. This program attempts to encourage at-risk students to stay in school through a series of workshops that are designed to provide guidance and support. A complete package of materials has been developed by program coordinators.

Sponsorship and management of mentoring programs, as can be seen from the programs profiled, vary greatly according to the needs of a particular community, site or population. (Contact information for programs cited as well as others is located in the appendix.)

MENTORING PROGRAMS SUPPLEMENT

One important point to remember is that mentoring programs are supplemental to regular education programs. They are not designed to duplicate or replace existing teaching strategies or programs. They provide individuals and organizations with opportunities for growth and positive change. Furthermore, they provide a focus for greater involvement and success by the proteges in an educational setting.

MENTORING PROGRAMS ARE EFFECTIVE

Mentoring programs have proven particularly effective in assisting at-risk students improve their self-image, acquire knowledge (academic and job-related) and gain social skills. In a recent US Department of Education study of 921 college-sponsored mentoring and tutoring programs, 90 percent were rated as very successful at "providing role models" while 70 percent were successful at "improving basic skills" (Educating At-Risk Youth, 1991).

Young people are influenced through their relationships with others. Mentors provide youth with the role models needed to become proficient in planning and working for the future.

CHAPTER TWO

NEEDS ASSESSMENT

The first step in planning a program is demonstrating a need for the program. In addition to justification, planners can target appropriate populations, identify sources of administrative and programmatic support, develop appropriate activities as well as obtain sources of funding.

There are several ways to gather information about young people, schools or a community. These methods are explained below and forms 1, 2 and 5 in the appendix can assist planners in determining what information should be collected and the approach to take.

DATA COLLECTION

Social Factors Approach

This method utilizes information readily obtainable from public records and reports. Many community and social service agencies routinely tally and record data related to their constituencies. However, this information must be incorporated in a usable form for purposes of planning and confidentiality maintained. For example, if a planner desires to design a program to keep young, pregnant women from dropping out of school, he or she will need figures regarding this particular segment of the population. Statistics would need to be based on both gender and ethnic origin and would be obtainable from the local school district office.

Survey Approach

This method involves gathering information from individuals about perceived needs. Surveys can be conducted in several ways. Planners can use mail surveys or conduct interviews either in person or by telephone. One advantage of this approach is that planners can focus on a wide range of

people who work with particular populations (i.e., school personnel, parents, health officials, community and business leaders).

Key Informant Approach

This approach allows planners to refine the focus of needs assessment to those individuals who are very involved in the life of a school or community. Heads of businesses, religious leaders or community leaders would be questioned. This method also helps planners in establishing a solid core of support from influential individuals in the community.

Community Forum Approach

This offers the greatest opportunity to reach many people who are directly affected. Public meetings can be held in one or several locations throughout the community in which the audience is invited to express its opinions. Viewpoints shared at these meetings must be recorded and considered. Outcomes or decisions should be communicated with the community, particularly those who attended the meetings. Public meetings are a good source for building community interest in and support for a mentoring program. They are also an excellent recruiting tool for program participants.

Planners may choose to use one or a combination of ways to gather information. No matter which they choose, the data obtained will be invaluable.

WHO IS MENTORED?

A primary consideration in planning a mentoring program is who will be mentored. Certain questions must be answered:

- Will the program target a specific population such as male vs. female or a certain ethnic group?
- Will the program focus on at-risk students or include gifted students?

- What ages will the program incorporate (are participants limited by age or grades or will it span K-12)?
- Will the program target selected schools, or specific students in middle or junior high schools?

ANALYZING DATA

Figure 2 illustrates briefly how the information obtained from forms 1, 2 and 3 may be arranged and summarized to simplify planning.

FIGURE 2

Data for Analysis

Need Type	Sex Type		Ethnic Origin		Grade Level			Other Links	Goal Plans
Need	M	F	W	Minority (Specify)	Elem.	Jr. Hi	High School	Existing Resource	Program Goal
Jobs	63	24	38	Black 83 Hisp. 63 Asian 21	N/A	18	75	JTPA	Link School to Work

The data indicate that a significant percentage of male high school students and minority students need jobs. Some resources already exist to meet this need. Planners may want to link school and the workplace by pairing proteges with male role models in the workforce to increase access to the job market.

Activities could include mentors working with their proteges on acquiring job skills, exposing them to the workplace and even assisting the proteges academically.

Mentoring programs come in every shape and size, just like the students they serve. Careful identification and consideration of specific needs and resources will enable planners to tailor programs to fully meet those needs in local schools and communities.

PROGRAM COSTS

Some mentoring programs have elaborate budgets while others operate on a shoestring and the generosity of volunteers. Costs will vary depending on the number of young people served and the types of services offered. Once this information has been determined, planners must consider funding for the program. Short-term and long-term funding strategies must be developed and undertaken.

Some of the primary factors to consider in planning a budget are:

- housing and program site location
- materials
- reimbursements for volunteers
- staffing needs and requirements

Another important consideration is will the program simply be a supplement to an existing program or will it be a project independent of the schools or communities? This can substantially increase or reduce program costs. Form 4 is a worksheet that will help planners determine how much the program will cost and target potential sources of financial support.

LIABILITY

Any kind of project that deals with young people must address the issue of liability. If an accident or other unforeseen circumstance should occur, who is responsible? Program planners must carefully consider this and make every effort to ensure that volunteers, proteges, their families and the program are adequately protected.

First of all, volunteers should supply some **references** regarding suitability for participation. References can be obtained from sources such as employers, pastors, coworkers, or neighbors. It is recommended that references come from individuals who have known the volunteer for a designated length of time. In addition, some program planners may require fingerprinting or a criminal record check through the local police department. However, if this is the case, inform the volunteers of this requirement as soon as they inquire about the program.

Because of a revised statute in Nevada requiring fingerprinting of those who work with young people, the Washoe County School District Mentor Program includes fingerprinting as part of the screening procedure. Mentor applications and contracts require compliance as a condition of acceptance into the program.

Another way of limiting liability is to **conduct mentoring activities only at a school site**. In these situations, activities can be carefully monitored by school personnel, and the volunteers may be covered by the school's insurance

while on site. However, this does limit mentor-protege activities and can decrease the availability of potential mentors.

Mentoring activities planned for and carried out as a group may be designated as school-related field trips. These may be covered by a school's existing insurance policy. However, parents may be required to sign an additional permission form for these outings. The Norwalk Adopt-A-School Mentor Program in Connecticut covers all mentors under the School Board's $2 million liability insurance while at school and on school-related field trips or activities.

Informed consent is another way to address liability. Proteges and parents should receive written information about the program. Parents should submit a signed consent form for their child's participation. Additionally, parents should be queried about their preferences regarding the mentor-protege match. (Would they prefer a same sex match, younger-older mentor, same or different ethnic group? Does the young person have any special problems which planners need to consider?) Forms 12, 12A and 12B, located in the appendix, demonstrate how two programs addressed this issue.

Legal requirements vary from school-to-school and from community-to-community. The best method to ensure protection is to **seek legal counsel** regarding this issue and planners are urged to do so very early in program development.

SUPPORT

Support, programmatic and financial, is essential to the success of a program. One usually affects the other. Planners must have the commitment of any school or business administrator involved with the program. Support must come from the top, otherwise it will be difficult to generate enthusiasm and participation.

In many mentoring programs, principals and superintendents become mentors. This, in turn, encourages school personnel at all levels to become involved and sends a clear message of commitment to the community at large.

Program planners must be wary of adding to the duties of school staff. Participation in a program should not be mandated, but voluntary (and enthusiastic). An unwilling participant can have a tremendously negative effect and can undermine the morale of other mentors or affect protege participation.

Communication is vital. Everyone who works with a program needs regular information regarding changes in policy or personnel. Informing those who work around or in a project of the program's positive effects and successes will stimulate enthusiasm for what is being done and maintain desired momentum. It contributes to a sense of teamwork and involvement. Everyone who comes in contact with the program (even in the smallest way) should feel as if they are vital to program outcome. Noncommunication creates an atmosphere of distrust undermining effectiveness.

Operating a program takes money. Locating money is not always easy. With perseverance and patience, planners can find the dollars. Many organizations that assist young people will help programs start. The United Way, private foundations, or large corporations can provide short-term funding or "seed money." Other methods of funding include grants from business and industry councils, state departments of education or federal agencies.

Business and industry can use their resources to help young people think about their futures and career plans as well as to work on their academic and personal problems (Pritz, 1988). Access to sporting activities, donated travel or incentives for student recognition are welcomed. Companies may offer their personnel's expertise as workshop presenters or open up their sites to visits. They may agree to use proteges as interns or help them find jobs in other companies. Additionally, equipment and other in-kind donations may be obtained from those whose budgets do not permit cash gifts. Individuals may agree to donate their time and expertise in serving on committees to manage, monitor or plan the program.

Consider every source of support and go after them. Seek out everyone: churches, volunteer groups, service organizations and small businesses. Even if turned down, planners can still publicize program needs and build a network of potential resources. Each person or organization contacted is a source of information. Don't hesitate to ask for other names!

CHAPTER THREE

PROGRAM MANAGEMENT AND STRUCTURE

As with any type of program and organization, there must be a solid infrastructure from which to operate. Additionally, in order to ensure efficient implementation, all participants must possess a clear understanding of their roles and responsibilities.

Analysis of many mentoring programs across the nation reveals a basic personnel structure outlined below.

ROLES AND RESPONSIBILITIES

Program Coordinator/Project Director

Oversees the initial planning and operation of mentoring program. Generally collects and analyzes needs analysis data. Recruits and organizes steering committee members and formulates mentoring program activities based on data. Identifies and secures agreement of site(s). Monitors the overall administration of program and budgetary functions. Makes periodic reports to program participants and sponsors.

Steering Committee (5-10 members)

Composed of project director, community volunteers, teachers and/or school administrators, as well as site coordinator(s). Responsible for the final design and implementation of mentoring project such as: setting goals and objectives, identification and selection of potential school site(s), generating support among community, recruiting mentors, developing and implementing activities and orientation programs, and evaluating the program. Also appoints a matching committee.

Site Coordinator(s)

Oversees the day-to-day administration of mentoring program including identification and recruitment of proteges, selection, matching and evaluation of mentors and proteges. Most common choices are counselors or teachers especially for programs operating within a school. Acts as primary source of information regarding proteges. Also serves on the steering committee. Usually designated by school administrator.

Matching Committee (3-5 members)

Composed of project director, at least one steering committee member, site coordinator(s), school counselor(s) and/or teacher(s). Parents can be included. Responsible for matching mentors and proteges.

Mentors

May be actively recruited through various public relations strategies or referred to the program. Undergo careful screening by project personnel. Paired with protege. Meets with protege for designated length of program. Types of mentor activities and contact are determined by steering committee in designing the program. Should receive written notification of expectations, program rules and conditions. Should establish regular contact with other mentors and site coordinator to supply and receive feedback.

Proteges

Identified and recruited by counselors, teachers, school administrators or project personnel. Must demonstrate interest in the program, the opportunities it offers and chance of success. Should receive and sign a contract outlining commitments and expectations. Must be encouraged to communicate regularly with site coordinator to supply feedback about the match.

Parents

Must be informed of program procedures, policies and expectations. Gives written consent for child to participate. Can serve on a committee and are encouraged to participate in some program activities.

This structure can be adapted to meet the needs of program planners. It can be replicated and refined for programs that are based solely in schools or link school and community resources. Form 6 breaks down program planning into individual functions of design, identification, selection, recruitment, training, management and evaluation. Planners may use this form to outline their program and to assign specific duties and responsibilities.

SETTING GOALS, CLARIFYING OBJECTIVES AND EVALUATING A PROGRAM

Every program must have an overall purpose or a set of predetermined goals in order to achieve desired results. Goals reflect a sponsor's philosophies and resources and are determined from needs analysis information. Objectives are outcome-directed activities that are measurable and developed from program goals. Form 7 was designed to help planners use needs assessment information in developing goals, objectives and evaluation methods. Planners will be able to extract the following information from earlier forms which will help in selecting appropriate goals and objectives for the program.

Program Planning Data

- Problems faced by youth
- Services provided by other organizations and agencies (to avoid duplication)
- Target audience
- Program site
- Possible types of activities
- How activities can be measured
- Data collection methods and techniques
- Purpose for data collection

Program planners will, of course, want to know the effect (if any) that the program has on the target population. They will use this information to detect and correct any problems early in the process, to refine or expand the program and to seek any additional funding that the program may require. It is important for planners to determine what to measure, how to measure and how to use the results during early planning stages.

The project director is ultimately responsible for evaluation. He or she must develop and implement procedures so that information is available for future planning. He or she may conduct the evaluation or locate those with the necessary expertise.

Evaluation focuses on:

- stated goals and objectives
- program elements and activities described in materials or program proposal
- any additional areas requested by sponsors or other program participants

Phases Of Evaluation

There are specific and orderly phases to the evaluation procedure.

1. Identify the elements and activities to evaluate.

2. Prepare questions for each element or activity.

3. Select an evaluation design.

4. Determine data collection methods, analysis processes and set timelines for collection and evaluation reports.

Form 8 in the appendix can help planners outline their evaluation procedure by identifying objectives, data sources, evaluation processes and deadlines.

Types Of Evaluation

There are two types of evaluation: **process** (also known as formative) and **outcome** (known as summative).

Process evaluation focuses on two major points:

Does the program accomplish what is set forth in the program description or original proposal?

How well is the program operating?

This method examines each component and is more common during the first year of program operation.

Sample questions for evaluation:

- Have the required number and type of mentors been recruited?
- Do the training sessions offer the kind of information mentors need about their proteges?
- Are the suggested activities relevant?

The second type of evaluation is **outcome evaluation.** This method asks:

How well are the program's goals and objectives being met?

What effect is the program having on participants?

Outcome evaluation determines whether the participants in the program have changed in some manner and if changes are directly related to the program.

Sometimes these methods overlap and data can be collected for both simultaneously. Process evaluation data are prepared during program operation and are invaluable in adjusting the day-to-day management of a program. Outcome evaluation is not completed until the end of each cycle of operation or at project's end.

GOALS, RATIONALES AND MEASURES

Four common goals of mentoring programs, their rationales, an objective and an evaluation measurement are outlined below in order to help planners grasp the relationship between goals, objectives and evaluation procedures.

GOAL ONE: Promoting Academic Achievement

RATIONALE: Too frequently young people experience failure in school. They are held back because they have not acquired a sufficient grasp of simple basic skills. Activities designed to compensate for this deficit can improve their chances for success and increase the likelihood that they will graduate from high school.

OBJECTIVE: Ninety percent of the proteges will increase their standardized test scores in math and reading after two hours of weekly tutoring during the school year.

EVALUATION: Protege's test scores before tutoring serve as baseline data. Differences in scores during and after completion of the program determine how effective the tutoring has been. Protege's grades are monitored during the school year to detect incremental improvements. An additional evaluation measure can be the actual number of tutoring hours, the frequency of tutoring for individual students or attendance data.

GOAL TWO: Increasing Self-Esteem

RATIONALE: Constant failure or a perceived lack of concern from adults or authority figures can negatively affect a young person's self-image. One of the most frequently cited reasons young people give for dropping out of school is that no one cared (Walz, 1987). Parents may contribute to a child's poor self-concept through abuse, neglect, or indifference to physical or emotional needs. Frequent and consistent contact by a mentor can demonstrate that someone does indeed care. A block of time set aside for the young person reinforces a sense of meaning and importance.

OBJECTIVE: Ninety percent of the proteges will demonstrate improved attitudes about school and will increase their participation in classroom activities by at least twenty percent after attending six workshops. [They could focus on personal development and goal setting.]

EVALUATION: Pre- and posttests can be administered to determine changes in proteges' attitudes. Information obtained from observation by school personnel, parents or mentors can also serve as a measure of program effectiveness. Proteges may be required to keep a journal which can be used to measure change in attitudes or to monitor the program.

GOAL THREE: Increasing Economic Self-Sufficiency

RATIONALE: Many young people come from poor or impoverished environments in which access to adult models of success are scarce. It is very easy to fall prey to

problems such as teen pregnancy, substance abuse or criminal activity. Many young people become clients of, rather than contributors to, the social service system. Mentoring programs can offer these young people encouragement, assistance and skills that enable them to avoid or successfully resolve problem situations, thereby improving their chances of becoming productive citizens.

OBJECTIVE: Ninety percent of the proteges will display increased awareness of job skills and appropriate workplace behaviors after interning in a local business for 18 weeks. [Each protege will be assigned a "work" mentor who will guide and monitor him/her through thirty-minute counseling sessions every other week.]

EVALUATION: Performance reports by the employer, job attendance or nonattendance are measures of effectiveness.

GOAL FOUR: Expanding Career or Academic Options

RATIONALE: Young people do not always realize there are many jobs or careers from which they can choose. They don't always grasp that education beyond high school is a viable option and relevant to their future. Many mentoring programs expose proteges to the world of work and offer them a wealth of information on careers and what skills are required in order to enter a certain profession.

OBJECTIVE: Ninety percent of the proteges will demonstrate improved skills in completing job applications, identifying skills needed for various jobs and developing an educational/occupational plan after attending a series of six interrelated workshops taught by local employers. [The workshop topics will cover work-related behaviors such as: identification of specific job skills, proper dress/language, and interviewing.]

EVALUATION: Proteges' knowledge of skills will be tested and graded after each workshop. Attendance at

the workshops is also a measure of interest and certain school subjects may be monitored for related improvement. Proteges may be videotaped for critique. Proteges may be monitored from time of initial participation until postsecondary education or employment in order to determine effectiveness of the educational/occupational plan.

REMEMBER:

KEEP PROGRAM GOALS AND OBJECTIVES REALISTIC.
SET SHORT-TERM GOALS TO KEEP PARTICPANTS' INTEREST ALIVE.
EARLY SUCCESSES SET THE STAGE FOR ADDITIONAL ACHIEVEMENTS.

SETTING TIMELINES

Program planning takes time. Planners must be realistic as they put a program into operation. One of the precepts of planning is that things always take more time than allotted. Those who progress in a logical and orderly fashion will encounter fewer problems than those who attempt to put together a program in too short a time. A proposed timeline for program planners is outlined on subsequent pages. It can be shortened and some tasks undertaken consecutively for those who have the time and the nerve.

Form 9 is a monthly task outline and can be used to set up a schedule of activities. It will also serve as a record/checklist for planners.

TIMETABLE FOR A MENTORING PROGRAM

Month 1	**Conduct needs analysis.**
	Identify and secure steering committee members.
	Call initial meeting to assign tasks and design mentoring program.
	Identify and obtain agreement of sponsors and participating sites.
Month 2	**Hold second steering committee meeting for progress reports and to finalize details.**
	Identify and secure agreement of the matching committee participants.
	Design mentor orientation program.
Month 3	**Devise match and evaluation forms.**
	Set timetables and guidelines for activities.
	Identify and recruit proteges and mentors.
	Secure protege and parent commitments.
	Hold protege orientation session.
	Interview mentors.
	Meet with committee to determine acceptance.
	Inform mentors of acceptance.
Month 4	**Match proteges and mentors.**
	Hold mentor orientation session.
	Hold initial meeting to introduce proteges, mentors and parents.

Months 5-6	Contact proteges and mentors to obtain feedback on program and to resolve any problems. Hold a meeting for the mentors in which they can exchange ideas, strategies and support.
Month 7	Obtain preliminary information from parents, counselors, teachers, and mentors regarding any changes in attitudes and/or behaviors of proteges. Hold a group activity in which all mentors and proteges can participate and share their ideas and experiences.
Months 8-11	Periodic check on proteges, mentors and parents. Could hold another group activity during this time.
Month 12	Have proteges and mentors complete evaluation forms and collect for analysis. Analyze data and prepare reports. Meet with steering committee, site coordinators and sponsors to report on progress of the program. Determine what changes need to be made. Establish timetable for next year's program.

PROGRAM LENGTH AND FREQUENCY OF CONTACT

Another consideration for planners is the length of the program and how often mentors and proteges meet. Analysis of programs by the National Dropout Prevention Center reaffirms that the most effective programs span the entire school year (Mentoring Programs for At-Risk Youth, 1989). Short programs do not allow the time required to establish the personal bond between mentor and protege.

Research also indicates that contact between the pair should be regular and consistent (Campus Compact, 1989). A one hour a week minimum is the optimum, but programs which average this over a month have been successful.

These are important points for program planners. They are the basis of the program and establish the framework for mentor and protege participation.

CHAPTER FOUR

PROTEGES

Finding and recruiting proteges is not an exact science. Often intuition or personal knowledge is part of the process. However, planners must accumulate as much concrete information as possible on each protege in order to minimize mistakes in selection and maximize potential for success.

IDENTIFYING PROTEGES

Identifying proteges is based largely upon information (target group, age/grade level, problems, and activities) obtained from the needs analysis (refer to form 3). From this data certain behaviors, attitudes or traits are targeted and proteges located who will benefit from the goals and objectives of the program.

Methods for identifying proteges range from using sophisticated testing instruments to accepting referrals. A combination of techniques usually works well since this covers a broader spectrum and enlarges the protege pool.

For example, if a program focuses on academic improvement, planners will want to examine grades. Those young people who are performing below a designated level will be the most likely candidates for this type of program which may be based in a school setting.

Form 10 in the appendix is used by the school site coordinator to identify potential proteges for the CROSSROADS Program.

If planners want to develop a self-esteem building component, they may wish to use an instrument which tests for self-image or attitudes such as the ESP Profile, developed by The National Dropout Prevention Center (NDPC), or the Stanley Coopersmith Self-Esteem Inventory. ESP is a quick test which helps young people examine their feelings about school, family and self. (It may be obtained from the NDPC.)

Other Common Indicators

Other common indicators used by planners are:

- test scores
- number of grade retentions
- discipline referrals
- attendance reports
- social indicators such as relationships with others or attitude toward authority figures

Referrals by parents, teachers, counselors, community group and social agency personnel can provide potential participants. Referrals should be in writing and forwarded to the appropriate program personnel for consideration. Form 11 is a sample referral form that can be used to identify and validate the protege's needs. It helps identify proteges by determining their specific needs (academic, social, self-image or career, etc.).

SELECTING PROTEGES

Choosing young people to participate in a program is not easy. Many times those who could benefit the most may not participate because of personal or parental choice or unusual circumstance. Planners must develop criteria which will eliminate many of the problems well in advance of the program's implementation. Listed below are factors to consider and questions to ask during protege selection.

Needs

- ❑ Do the goals of the program match the needs of the protege?
- ❑ Does the protege have any special requirements or obligations that must be considered (i.e., an after school job or family responsibilities)?
- ❑ What possible benefits can the protege gain from the program?
- ❑ Is the protege accessible (i.e., by phone, geographically, or at program site)?

Interest

- ❑ Does the protege seem interested?
- ❑ Does the protege seem enthusiastic about other things?
- ❑ Do the program activities fit the protege's hobbies or interests?
- ❑ Does the protege seem discouraged about the direction of his or her future and want to improve it?

Parental Interest and Consent

- ❑ Do the parents seem enthusiastic about the opportunities offered by the program?
- ❑ Are the program goals consistent with parental goals?
- ❑ Are the parents willing to support the program (i.e., by providing transportation or spending money if needed)?
- ❑ Have parents given written consent for participation?
- ❑ Do they fully understand program requirements and policies?
- ❑ Are the parents willing to communicate with the mentor or program personnel?

Protege Commitment

- ❑ Is the protege willing to spend the time required by the program?
- ❑ How does the protege respond to and interact with others?
- ❑ Does the protege stick with things or does he/she have a short-term span of interest?
- ❑ Does the protege understand the requirements of the program? Has he or she signed a contract?
- ❑ Will the protege actively participate in program activities?

Selection criteria must be clearly developed and communicated. If not, the program will include proteges with such an extensive range of needs which will, in turn, overly tax the resources of mentors and other program staff.

RECRUITING

After identification and selection, proteges must be approached about participation. Planners may choose to recruit in one of two ways:

1. Make a general announcement and select participants from those who respond.

2. Use predetermined identification data and selection criteria to approach those who "fit."

Sharing information about the mentoring program with young people can be done either in a group setting or in a series of one-on-one meetings—and must be handled carefully. Young people must not perceive that the program singles them out or labels them negatively.

Involve parents in recruiting. Send a letter to the parents outlining the program and requesting permission for their child's participation. Parents must sign and return the form by a predetermined date.

Answer questions about the program either by telephone or meeting. Forms 12, 12A and 12B are used by the CROSSROADS Program to inform parents and to obtain consent. Students who receive parental permission sign a contract outlining program rules, regulations and termination procedures (form 13). Both protege and project coordinator retain a copy of the contract.

TRAINING AND ORIENTING

Young people who choose to participate as well as their parents, need to know what to expect from the program and their mentors. Training sessions for both mentors and proteges are recommended.

Convenience is a consideration to ensure attendance. **The location must be easily accessible and the time appropriate.** The meeting should **begin promptly** and last no longer than two hours. Those interested individuals will remain as long as necessary to obtain information. Serving refreshments also helps promote attendance. Videos and prominent community leaders may be included as part of the agenda.

A training session should **offer a complete discussion of the program**—what mentoring is, who the potential mentors are, types of activities, rules and regulations as well as a time for open discussion and questions.

Any materials developed for proteges should be distributed and discussed at their training session. Proteges complete a profile (form 21) which is given to the mentor before meeting the protege for the first time.

A sample agenda for protege orientation and training is outlined on the following page. Planners may add to it or subtract from it to fit the needs of their proteges.

ORIENTATION AND TRAINING AGENDA

I. Introduction to Program

A. Explanation of mentoring
B. Types of mentors
C. Mentor motivation
D. What to expect from the mentor

II. Explanation of Program

A. Program activities
B. Program rules and regulations
C. Problem resolution
D. Termination procedures

III. Explanation of First Meeting

A. Date
B. Time
C. Location
D. Agenda

IV. Questions and Answers

An orientation program can be conducted by one person or by several people. It is the perfect time to familiarize proteges with program staff to encourage and facilitate feedback during the program. Before the question and answer period, separate the groups since parental presence inhibits protege questions.

Additionally, have proteges state what they want as a program outcome. This focuses proteges and program staff. Also it is a good mechanism for proteges to evaluate their progress throughout the program (Fertman, 1990).

CHAPTER FIVE

MENTORS

Mentors are the core of the program. Without them all planning and development is wasted. Yet, finding and recruiting mentors is not as hard as most planners may imagine. There are many caring and competent individuals who are ready and willing to spend time to help those in need. The key is knowing where to look and getting the word out.

FINDING MENTORS

Once again, planners must return to the program's goals and objectives. These will help identify the kind of mentors a program requires. For example, if expanding knowledge about and access to job opportunities, then planners may target businesses as a source of mentors. However, if the mentor's role is one of friend or companion, planners may seek caring and qualified mentors from a number of different sources—schools, churches, businesses, colleges, service organizations, etc. Form 14 was designed to assist planners to identify a wide range of mentor sources (types of organizations, businesses, service groups), contact people and approaches to each.

PUBLICIZING THE PROGRAM

Those responsible for mentoring programs must inform others of the opportunity that awaits them. Planners can create a public relations campaign that will successfully recruit mentors and publicize the program by using the following information and form 15.

Radio and Television

Many radio and television stations offer free public service announcements to school and community groups. Many of these stations also carry some form of community programming that features current activities. Check with the public service or program director for availability, criteria and schedule.

Newspaper

Many local newspapers have one person assigned to an education or community "beat." This person is **always** interested in possible story ideas and will be receptive to planners. Human interest stories are always welcome. They are a wonderful advertisement for a program before, during and after implementation.

Flyers

When carefully designed and placed in heavily frequented locations, these can be an inexpensive and effective recruiting tool. Some possible locations to post flyers are shopping malls, grocery stores, colleges, waiting rooms, churches, company bulletin boards, etc.

Electronic Bulletin Boards

In this rapidly advancing technological age do not overlook this as a way of letting others know about the program. Many places

(including college campuses) are linked electronically. By placing an announcement on one of these systems, planners can target a larger and more varied audience.

Public Speeches and Presentations

Most community and service organizations need speakers at some point. This face-to-face method of communicating allows planners to spread the word and generate good will for the program at the same time. Contact the program chairman of each organization in order to be placed on the agenda.

Newsletters

Many businesses and professional/service organizations publish newsletters regularly and editors usually welcome additional material. Find out requirements, deadlines and offer to write an article. Form 16 can serve as a possible article.

SELECTING MENTORS

Working with young people can be one of the most rewarding yet frustrating experiences, as any adult will testify. Not everyone has the necessary skills or temperament. Therefore, consider certain factors before accepting a mentor into the program. Mentor applications and interviews provide insight into abilities, motivation and suitability for the program. Form 17 is a sample mentor application used in the CROSSROADS Program.

To be effective, mentors need certain basic characteristics and abilities. In general, a mentor must be committed to help proteges identify and reach their goals. He or she should have a clear understanding of the mentor-protege relationship (usually from personal experience) and must have an interest in the future of young people. Mentors who possess the following traits are able to forge a bond with a protege and have a positive effect.

Characteristics And Abilities

Ability to Communicate

A mentor must be able to express him or herself clearly and coherently, both verbally and nonverbally. The ability to listen and respond in a nonjudgmental manner is critical.

Interpersonal Skills

A mentor must relate well to and get along with others. He or she is flexible and adaptable to new situations. A mentor must be able to suggest but not dictate.

Commitment

A mentor must recognize and accept responsibility for time and personal obligations to the protege. He or she must respect protege confidences and act in the best interest of the protege and the program.

Maturity

A mentor must possess the psychological ability to make realistic and responsible decisions on a personal and professional level. He or she must also accept the protege's right to make suitable or unsuitable decisions. The mentor may offer information or alternatives but allows the protege to choose. The mentor must be adaptable to deal with youthful vagaries during the maturation process. Although research on mentoring in business indicates that the most effective mentor is 8-15 years older than the protege (Levinson, 1978), mentors need not be older than the protege. Peer and cross-age programs have been effective (Norwalk Adopt -A-School and the Maximizing Adolescent Potentials Program).

Personal Experience And Prior History

Frequently a person who wants to become a mentor has a history of working with people in some other capacity (scouts, church groups or volunteer organizations). Planners and their staffs can gather valuable information about the candidate by checking a prospect's prior involvement. Seek permission to obtain this information beforehand.

Motivation

Understanding a mentor's motivation for becoming involved offers valuable insight. This question can be included on an application and should be discussed with the mentor during the interview. Question the applicant's reason for wanting to mentor as well as special skills the applicant feels he or she can offer the protege. Use these two questions to expand upon perceptions of the applicant and as a source of additional questions to ask during the interview.

References

There should be several other individuals who have known the applicant for a long enough period of time to attest to his or her character. These references should be amenable to contact from program personnel and feel comfortable speaking freely about the applicant. Additional references may include a criminal background check or fingerprinting.

THE SELECTION PROCESS

Mentor selection varies. A suggested selection process follows.

Step 1. Initial Contact

May be made by phone or from personal referral. Preliminary conversation outlines the program goals and activities as well as the time commitment. If still interested, mentor receives an application which asks for personal and professional information, hobbies and interests, references and protege preferences.

Step 2. Application Returned

The mentor application is reviewed by planners and other designated personnel for potential acceptance based on interests and skills. References are checked. Mentor candidate invited for interview. Interview scheduled.

Step 3. The Interview

The applicant is interviewed by the program planner and other selected personnel. Characteristics and prior experience are explored and assessed. Policies and procedures discussed. If accepted, applicant is matched with a protege based on interest form.

Step 4. Acceptance

Applicant is informed of status by planner. If accepted, the mentor is informed verbally. This is followed by written notification of acceptance and orientation date and time.

MATCHING MENTORS AND PROTEGES

Until recently, literature on protege/mentor matching has been inconclusive. Most studies have examined the relationship as it develops in the workplace. However, with the spread of mentoring programs into community and school, other evidence is starting to emerge. Race and gender can influence the success of the relationship (The Ohio State University, 1988).

While most matches seem to link mentors and proteges who are alike in many ways, similarity in personality is not always a predictor of a successful match. A good match requires that proteges understand the development of mentoring relationships and are given time to work on some basic trust issues, meeting times, tasks and rules (Fertman, 1990). The ability of the mentor to empathize with the protege, identify his or her needs and provide manageable steps to fill those needs is more important (Mentoring Programs for At-Risk Youth, 1989).

Protege Needs

The protege's needs must be the primary consideration in any match. What are those needs—extra school help, a role model and friend, a job or workplace experiences? Which mentor can meet all or most of these needs? Which mentor has access to the kind of information the protege needs? Answer the questions first, then start matching.

Protege-Mentor Interests

The protege and mentor should have some common interests. This goes a long way to establishing the kind of relationship desired. For example, matching a protege whose favorite music is hard rock with a classical music lover does not augur well for the success of the match unless there are other common interests.

Accessibility

The mentor and protege must be able to meet regularly in order to pursue program activities. If program activities occur after school or not on school site, then transportation can become a potential problem. Pairing mentors and proteges who live near one another is one solution.

The ability to communicate by telephone is crucial. Mentor and protege should be able to reach one another quickly and conveniently. Not all proteges have a telephone in their home. Planners should be aware of this and make alternate arrangements that facilitate communicating.

Race and Gender

Programs that have cross-matched mentors and proteges have been successful as well as those that have matched race and gender. Matching according to race and gender does have some advantages. It can limit a program's liability as well as eliminate confusion or misunderstandings due to cultural diversity.

TIPS

Any or all of the aforementioned match points may be used by program staff. Time spent with mentors and proteges talking about themselves and the program is invaluable. Consider participants' and parents' feelings on all matters in order to avert any potential mismatches.

Follow the example of The New York State Mentoring Program. Matches are based on similar interests, goals and demographics. (See Program Section in the appendix for contact information.)

MENTOR ORIENTATION AND TRAINING

To be truly effective, mentors must clearly understand the program, its goals and objectives. Additionally, they need information about proteges, their problems, and expectations. Mentors need to know how to build trust and how to communicate. While possessing some inherent skills, they may still feel uncomfortable or be unable to relate to proteges from different cultures or socioeconomic levels. **Eliminate frustrations and problems early by providing proper training.** Any orientation and training that improves praising, listening, basic coaching or teaching skills will increase the probability of success (Willbur, 1989).

Mentor orientation can be conducted over a period of time or in a single workshop. The amount of time spent on orientation and training may vary from several hours to several days. Decide what training is required and how it will be conducted. (This information should be communicated initially to potential mentors so that they may decide whether they can accommodate this requirement.) Of course the more advance training mentors receive, the more comfortable they will feel about the program. Even so, it can not prepare them for every eventuality.

The following are areas that must be included in any kind of training program. Many of the resources listed in the appendix contain information and exercises that are useful in mentor training programs. Forms 18, 19 and 20 contain additional information on mentor interests, listening-praising training exercises and program policies that have proven helpful to mentors during orientation programs.

Protege Background

Mentors may not be aware of the wide range of problems that face today's youth. Therefore they must be aware of the potential pressures or situations that can affect their relationship or make it difficult to "connect." Offer information on psychosocial development, traits and characteristics as well as an introduction to contemporary values and attitudes that are common to proteges. (See resources listed in appendix.)

Program Information

Mentors must understand what the program is attempting to achieve. They should receive a thorough indoctrination into program goals, objectives, procedures and policies. Discuss acceptable activities. Encourage contact with other mentors and program personnel. Address liability and potential emergencies. Be very specific when outlining activities that are suitable or unsuitable for the program. Mentors should also obtain parental permission for any activities that they wish to incorporate on their own.

Mentor Training Exercises

Mentors should engage in practice exercises which will help them to establish communication and initiate a rapport with their protege. These exercises should include: mentor values and attitude assessment, listening activities, role playing as well as verbal and nonverbal communication techniques. Resources which are useful in training are listed in the appendix.

Individualized Protege Information

Every mentor is eager to know what his or her protege is like. This information is essential in breaking the ice during the initial meeting. Mentors should receive personalized information including items such as: *a protege profile of interests and activities (form 21), protege name, address and phone number, parents name and phone number.* Also include background information on family, personality, school, etc.

Miscellaneous Training Information

It is helpful to develop and distribute a handbook for mentors that includes programmatic and contact information (form 22). Also, if a program is school-based, planners may want to include a copy of the protege's class schedule and a calendar of school events and activities. Giving mentors a schedule of local events or informing them of how to locate this information can provide a source of additional activities for a companionship program. Orientation sessions should also establish a rapport between program coordinators and mentors in order to encourage continuous communication.

Additional topics for mentor training may include:

- Teen Pregnancy
- Suicide Prevention
- First Aid
- Health & Nutrition
- Study Habits
- Substance Abuse
- Values Clarification
- Cultural Diversity

THE FIRST MEETING

Setting the stage for the first meeting between mentor and protege takes considerable forethought. Planners may choose to have mentors make initial contact on their own, but generally a group meeting works best. Mentors and proteges seem to feel more comfortable with others present and with a predetermined agenda.

As previously mentioned, location and convenience are primary considerations. Set a convenient time and place for the first meeting. Encourage parents to attend so that they can become acquainted with the mentor. However, separate mentor/protege pairs and parents later during the program.

Evening meetings work well if scheduled in advance. A written invitation that includes a return form helps to minimize no-shows. Also include maps to the meeting site since some participants may be unsure of how to find the location.

Keep in mind that everyone will not be able to attend. Alternate arrangements will need to be made for those individuals. Develop a plan to accommodate last minute no-shows. Follow-up telephone calls from program personnel can encourage as well as confirm attendance.

The following page outlines a procedure for the initial mentor-protege meeting.

Step 1.

Meet and greet proteges, parents and mentors upon arrival.

Step 2.

Program personnel escort parents, proteges and mentors to meeting room. This makes everyone feel welcome and more at ease.

Step 3.

Distribute any materials.

Step 4.

Welcome participants and introduce program personnel.

Step 5.

Give a brief overview of the program and the meeting agenda.

Step 6.

Separate parents from mentors and proteges. Guide parents to another location for activity. (One idea is a discussion of parent's goals for their child and how they think the program can play a role in reaching those goals.)

Step 7.

Mentors and proteges engage in exercises to find out about one another and to "break the ice." Plans to meet one-on-one are made and future activities planned.

Form 23 contains questions that the protege can use to interview the mentor and find out more information at the same time.

In addition to finding out more about one another, proteges and mentors should use the first meeting to discover common interests and plan future activities. Even though it will take time to establish contact, the first meeting is important in establishing a firm foundation for a mentoring relationship.

CHAPTER SIX

MANAGING THE PROGRAM

Frequent monitoring will keep a program functioning efficiently and effectively. Careful observation and supervision of program functions enable planners to detect small problems and correct them before they become large ones. Additionally, planners gain immediate feedback and can offer mentors and proteges continuous skills development to increase their confidence levels. Program staff receive constant updates making them feel an integral part of the mentoring program.

SUPERVISING THE MATCH

First and foremost, carefully monitor the match between mentor and protege. This may be done in a variety of ways: telephone interviews, questionnaires, face-to-face meetings or journals and contact logs. Log sheets, journals and questionnaires allow planners to analyze progress and detect subtle changes in the mentor-protege relationship. Log sheets generally ask for information regarding: meeting dates and frequency, activities (current and planned), general perceptions of the relationship, problems or concerns as well as follow-up. See form 24 for an example of a Mentor-Protege Meeting Log Sheet.

MENTOR CONTACT

Planners should **contact mentors regularly**. A telephone call one to two weeks after the initial meeting lets mentors know that they are not alone and encourages them to talk about any situations with which they need assistance. They may have additional questions about the program or need clarification of program policies. Planners must convey the impression that all communication is welcomed. Form 25 can be used to monitor mentor-protege contacts by telephone.

Another way to gather information is to **schedule group meetings for mentors** in which they can share with one another situations, problems, ideas and feelings about the match. Meetings can include role playing to improve communication and listening skills as well as brainstorming about activities or situations. One added benefit is the supportive network established among mentors.

PROTEGE CONTACT

It is equally important to find out from proteges how they regard their mentors. **Encourage proteges to talk about the program and the relationship.** It is recommended that these conversations be one-on-one to ensure privacy and forthright communication. Proteges should meet with the staff person with whom they feel most comfortable. Pass along information to the appropriate personnel. Form 26 may be used to elicit this information from proteges. Other programs such as CUNY/BOE use workbooks or journals to collect additional information from proteges or chart their progress.

GROUP ACTIVITIES

Group activities or workshops involving mentor-protege pairs allow planners to observe firsthand the progress of a match. How the pair communicates or works together offers valuable insight into the relationship. Also evaluation forms may be developed to obtain feedback on the desirability or success of an activity. Several examples may be found in the National Dropout Prevention Center's publication *Mentoring Programs for At-Risk Youth* (1990).

RECOGNIZING MENTORS AND PROTEGES

Recognition and acknowledgment are crucial to the success of a mentoring program. Participants deserve (and need) positive feedback regarding their achievements and contributions. There are many ways to let proteges, mentors and other staff know they are appreciated.

Planners may wish to present mentors and proteges with some kind of **certificate or award** acknowledging their participation. Recognize mentors' commitment and cite proteges' achievements. A special ceremony adds to the occasion and is a wonderful way to publicize the program at the same time. It informs the community of the program's positive effects and can be an effective recruiting tool as well.

Letters of appreciation take very little time and are well worth the effort to keep volunteers interested and involved. Program staff may send thank-you letters out at any point during the program. These can be even more effective if from a respected community or civic leader.

EXPANDING AND REFINING THE PROGRAM

Planners will want to use the information that they have obtained to improve upon and expand the program. Demonstrated success enhances recruitment and funding efforts that allow the program to grow and reach more young people.

The ABC Program uses form 27 to determine the effects of its program. Teachers respond to questions regarding student improvement in: grades, attendance, behavior and attitude.

Plan expansion as carefully as startup. Trying to do too much too soon will overburden personnel and limit program services and opportunities. Those responsible must take a careful and realistic look at program resources (funds, staff, and expenses) and expand in relation to those resources.

TERMINATING MENTORS OR PROTEGES

Unfortunately there will be situations that require termination of protege or mentor from a program. A program must incorporate clearly defined conditions of participation and commitment. If those terms are not met by protege or mentor then he or she will be asked to leave the program in accordance with policy. Develop this procedure during initial planning and communicate it to proteges, their parents and mentors.

A termination procedure for a protege may operate as outlined on the following page. It can be adapted for terminating mentors, too.

Step 1.

Program staff designate a number of missed mentor-protege meetings that will be a warning signal.

Step 2.

Program staff establish a procedure to inform the appropriate program personnel. For example, if the protege misses two consecutive meetings and does not contact the mentor in advance, the mentor will communicate with the site coordinator.

Step 3.

The site coordinator investigates through contact with protege and parents (phone, letter or meeting). Protege receives a written warning reminding them of program policies and of their commitment.

Step 4.

The site coordinator and project director attempt to resolve the situation.

Step 5.

If problem can be resolved the protege and mentor continue as planned. If problem can not be worked out or the protege continues to miss meetings, then he/she is terminated from the program.

Step 6.

A termination interview is held with the student and reasons for dismissal are explained. A termination letter is sent to parents and followed up by phone.

VOLUNTARY DEPARTURE

There may be circumstances beyond the control of either protege or mentor which will require leaving a program. For example, because society is so mobile, it would not be unlikely for one of the pair to move away. Changes in job or family circumstances may require withdrawal. If one of the pair must terminate involvement, it is recommended that another individual be chosen and matched. Establish a waiting list of potential mentors and proteges to cover this eventuality. Ask mentors to recommend possible replacements.

INVOLUNTARY DEPARTURE

A mentor or protege may be asked to terminate involvement by program staff. Some possible causes may be: failure to meet the program requirements, poor attendance, inappropriate behavior, not keeping appointments or failure to comply with program rules. Again, a procedure must be developed, adhered to and communicated. In either case, consideration must be given to the participant's feelings. Neither protege nor mentor should depart with negative feelings about themselves or the program. Planners must permit graceful exits.

FINAL NOTES

Hopefully after reading this publication, those who desire to implement mentoring programs have a more thorough understanding of the time and tasks needed to succeed. Unfortunately, not all contingencies can be covered in one publication. Programs differ according to the varying needs of each community, site or population. However, this manual can serve as a catalyst for planning and implementation.

Mentoring programs demonstrate tremendous positive effects on mentors and proteges. Mentors express a clearer and more realistic understanding of the youth of today and the problems they face. They also discover much about themselves and enhance their ability to communicate.

Young people gain access to and information about jobs and career opportunities they might never have under other circumstances. Additionally, they recognize education's relationship to the workplace and acquire academic and social skills they need as they grow and mature. Most importantly, they establish relationships of trust with adults as well as develop a sense of confidence in their own abilities.

APPENDICES

APPENDIX 1. FORMS

APPENDIX 2. REFERENCES

APPENDIX 3. PROGRAM DEVELOPMENT & TRAINING RESOURCES

APPENDIX 4. MENTORING PROGRAMS

APPENDIX 5. MENTORING ORGANIZATIONS

FORM 1 NEEDS ASSESSMENT PLANNING FORM

1. What are the problems/situations that affect the youth of this community/school?

   A.
   B.
   C.
   D.

2. What contributes to these problems/situations?

   A.
   B.
   C.
   D.

3. How can a mentoring program help alleviate these problems/situations?

   A.
   B.
   C.
   D.

4. Are there programs or agencies which already address some of these problems/situations? If so, what are they, what do they do and who is responsible for them?

Agency & Function	Contact Person	Telephone Number
A.		
B.		
C.		
D.		

5. What target groups do these agencies serve?

   A.
   B.
   C.
   D.

6. What activities are designed for the target groups in question 5?

   A.
   B.
   C.
   D.

7. Based on the information in questions 4, 5 & 6 should the mentoring program be supplemental to existing programs or stand alone? Should it focus on some of the previously identified groups or target new clients? Why?

FORM 2 POINTS TO CONSIDER

1. WHO IS THE TARGET POPULATION?

    A. MINORITY
    B. AT-RISK
    C. AGE OR GRADE LEVEL

2. WHAT DO YOU WANT TO ACHIEVE?

    A. INCREASED ATTENDANCE
    B. IMPROVED GRADES
    C. GREATER SELF-ESTEEM
    D. NEW OR DIFFERENT ROLE MODELS
    E. ADDITIONAL CAREER OR EMPLOYMENT SKILLS
    F. OTHER (SPECIFY)

3. HOW WILL YOU ACHIEVE IT?

    A. SHADOWING
    B. AFTER-SCHOOL ACTIVITIES
    C. TUTORING SESSIONS
    D. GROUP ACTIVITIES
    E. EMPLOYMENT

4. HOW TO MEASURE BEHAVIOR CHANGES?

    A. TEST SCORES
    B. ATTENDANCE ROSTERS
    C. DAILY GRADES
    D. CHANGE IN ATTITUDES
    E. QUESTIONNAIRES

5. HOW TO EVALUATE?

    A. FREQUENTLY MEASURE AGAINST INITIAL OBJECTIVES
    B. INVITE INPUT FROM MENTORS AND PROTEGES
    C. DEGREE OF COMMITMENT FROM ALL INVOLVED
    D. ADEQUATE TRAINING

6. LIABILITY

    A. MENTOR
    B. SCHOOL
    C. PARENT
    D. CONSENT FORMS
    E. INSURANCE COVERAGE
    F. SECURITY

7. COSTS

    A. TIME
    B. PERSONNEL
    C. MATERIALS
    D. TRAINING
    E. PUBLICITY

FORM 3 TARGET POPULATION NEEDS IDENTIFICATION

Target Groups	Age/Grade	Needs	Existing Resources	Interests/Activities
Minority (specify)				
Gifted/Talented				
At-Risk				
Male				
Female				
Other (i.e., LEP, Handicapped, Teen Parents, etc.)				

FORM 4 MENTORING PROGRAM BUDGET FORM

Operational Expenses:		Costs
Location & Rental:	School	
	Community Organization	
	Business	
	Private	
		Number Needed
Equipment & Supplies:	Desks	
	Chairs	
	Tables	
	File Cabinets	
	Typewriters	
	Computers/Word Processors	
	Copiers	
	Forms	
	Postage/Shipping	
	Staples, Paper Clips, etc.	
	Miscellaneous	
Publicity:	Television & Radio	
	Flyers & Posters	
	Billboards	
	Travel	
	Recognition Ceremonies/Programs	
Training & Staff Development:	Videos	
	Workbooks/Materials	
	Speakers/Instructors	
	Conferences	
	Classroom/Training Space	
Miscellaneous:	Equipment Maintenance	
	Equipment Repair	
	General Upkeep (power, water, etc.)	
Salaries:	Job Title	Amount
1.		
2.		
Benefits:	Sick Leave	
	Vacation	
	Insurance	
	Other	
Travel:	Purpose	Costs
	Total Program Costs:	

Operational Income:	Type	Amount
	Grants	
	Gifts	
	Fees	
	In-kind Donations	
	Total Income:	

FORM 5 MENTORING PROGRAM COMPONENTS

1. Program Compatibility

   Must be consistent with community goals and policies.

2. Administrative Commitment

   Staff at all levels must be involved and supportive of program.

3. Advance Planning

   Well planned with specific goals and objectives which exist within the policies and goals of the organization as a whole.

4. Participant Oriented

   Based on needs and goals of participants. Determines focus, recruitment and training procedures.

5. Pilot Program

   Six to twelve months, with 10-40 participants. Keep small in order to work out problems early in process. Expand after problems are resolved and pilot program evaluated and refined.

6. Orientation

   Provide orientation for prospective participants. Determines interest and enthusiasm and provides an idea of what to expect. Allows input from participants to help design program.

7. Selection and Matching

   Choose and match mentors and proteges carefully. Questionnaires and interviews are helpful.

8. Training

   Provide training for all participants during the program. Geared to the specific needs and goals of the target population.

9. Monitoring

   Check periodically for progress and results. Do the proteges and mentors consider the program successful? Are there problems that need to be addressed?

10. Evaluation and Revision

    Is the program having the desired effect?
    Are the initial goals and objectives being met?
    Are there areas which need to be restructured?

FORM 6 PROGRAM AND PERSONNEL PLANNING SHEET

Program Function/Activities	Personnel Duties & Responsibilities
Program Design	
1.	
2.	
3.	
Protege Identification	
1.	
2.	
3.	
Protege Selection & Recruitment	
1.	
2.	
3.	
Mentor Recruitment	
1.	
2.	
3.	
Mentor Selection	
1.	
2.	
3.	
Training & Orientation of:	
Proteges	
1.	
2.	
3.	
Mentors	
1.	
2.	
3.	
Program Staff	
1.	
2.	
3.	
Matching	
1.	
2.	
3.	

Program Function/Activities	Personnel Duties & Responsibilities
Program Monitoring & Management	
1.	
2.	
3.	
Program Evaluation	
1.	
2.	
3.	
Problem Resolution	
Mentors	
1.	
2.	
3.	
Proteges	
1.	
2.	
3.	
Program Staff	
1.	
2.	
3.	

FORM 7 GOALS, OBJECTIVES & EVALUATION WORKSHEET

1. Based on the needs information obtained from forms 1 & 2, what possible goals can be set for the program?

Need A.	Goal A.
Need B.	Goal B.
Need C.	Goal C.
Need D.	Goal D.

2. What objectives will the program achieve?

Objectives

A.
B.
C.
D.

3. What activities can be incorporated into the program? What are the desired outcomes?

Activities	Outcomes
A.	
B.	
C.	
D.	

4. How can activities be monitored and measured? Are there existing instruments which can be used? Will new instruments or measures need to be created?

Activity	Indicators
A.	
B.	
C.	
D.	

5. How will measurement data be collected? Who will be responsible?

Measurement	Collection Method	Personnel Responsible
A.		
B.		
C.		
D.		

Form 8 Evaluation Design Sheet

Need Evaluation	Objective/Activity Addressed	Data Source	Analysis Process	Collection Timeline
A.				
B.				
C.				
D.				

FORM 9 TIMELINE CHECKLIST

Month: _____

Tasks	Person Assigned	Completed
Week 1		
Week 2		
Week 3		
Week 4		

FORM 10 PROTEGE IDENTIFICATION

Anderson School District Four
P. O. Box 545
Pendleton, SC

Student _____

Grade _____

Age _____

Birthdate _____

Number of times student repeated a grade _____

Grades repeated _____

Present academic status (overall average) _____

Subjects failing at present time _____ _____

_____ _____ _____

Attendance status _____

Interest Inventory score _____

Information compiled by (counselor's name) _____

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FORM 11 PROTEGE IDENTIFICATION AND REFERRAL FORM

Referred By: _____ Date: _____

Protege Name: _____ Birthdate: _____

Address: _____

_____ Home Phone

Parent/Guardian Name: _____

Address: _____

_____ Work Phone

Emergency Information:

Emergency Contact: _____ Relationship: _____

Address: _____ Emergency Phone

Protege Description:

_____ Male _____ Female Ethnic Origin _____

_____ Extroverted _____ Introverted

Special Notes (family obligations, after-school employment, etc.):

Protege Needs: (Check all that apply.)

_____ Academic (specify)
_____ Social (specify)
_____ Career/Job Information
_____ Self-Image Enhancement
_____ Employment
_____ Other (specify)

Protege Interests: (Check all that apply.)

_____ Sports (specify)
_____ Music (specify)
_____ Career Interests
_____ Fashion/Shopping
_____ Dance
_____ Other (specify)

Mentor Assigned: _____

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FORM 12 PARENTAL INFORMATION AND CONSENT FORM

Date

Principal's Name
School

Dear Parent:

This year (school name)students have a unique opportunity to work with University faculty, students and staff in a new program called CROSSROADS. These university personnel and junior high students will be paired on a one-on-one basis. These pairs will spend at least one hour each week engaged in a variety of activities either at school or other locations.

The activities planned will help your child improve his or her grades, attendance and attitudes about school as well as learn about different job skills. We need your support and involvement.

To participate in the program, you and your child must agree that:

1. Your child will keep all appointments with the Clemson mentor.
2. Your child will contact the Clemson mentor if unable to keep an appointment.
3. Your child will attend all group activties and field trips.
4. Your child will complete all paperwork associated with the project.

As parents we ask you to support the program by agreeing to:

1. Talk with your child about the mentor and program activities.
2. Communicate with (School Site Coordinator name & phone) or (Project Director name & phone) about any concerns you have regarding the program or your child's relationship with the mentor.
3. Attend any group activities whenever your schedule permits.

Your signature indicates your agreement to the above and permission for your child's participation. Please have your child return this signed letter to his/her school counselor.

_____
Student Name:

_____
Parent/Guardian Name

Address: _____

_____

_____

_____
Parent/Guardian Signature

Date: _____

Phone: _____

FORM 12A PARENT INFORMATION FLYER

Announcing

Program Name

A joint project of School Name
and Sponsor's name

This project will offer (school name) students the chance to work one-on-one with a student, faculty member or staff person from the sponsor who can:

Help your child with school work

Introduce your child to job ideas and opportunities

Expose your child to campus life and activities

Encourage your child to plan for the future

Be a friend

This mentor will spend at least one hour each week in a variety of activities designed to add to your child's school experience. We need your support and encourage your involvement. Please help us to help your child get the most out of school.

For more information contact:

School Site Coordinator name, address & phone number
or
Project Director name, address & telephone number

Form 12B Parental Consent Form

I, _____

_____, permit him/

School Mentorship Program. I understand that t
assignment and money for expenses will be the
abide by the rules and regulations of Calloway C
make a commitment to the program will be just c
Mentorship Program.

We understand that personal liability while on th
of the student and parent. The Calloway County
Education and the mentor are hereby released f
responsible in case of accident or injury during th

Date _____

Student _____

Parent/Guardian _____

Program Administrator _____

Mentor Assignment _____

Duration _____

ONSENT FORM

_____, the parent/guardian of
_____, permit him/her to participate in the Calloway County High
n. I understand that transportation to and from the mentorship
expenses will be the responsibility of the student and that failure to
lations of Calloway County High School's Code of Conduct and to
program will be just cause for immediate dismissal from the

al liability while on the mentorship assignment is the responsibility
The Calloway County High School, Calloway County Board of
are hereby released from responsibility and will not be held
dent or injury during the activities of the Mentorship program.

_____

_____

_____

_____

_____

_____

FORM 13 PROTEGE CONTRACT

Date

I, _____, agree to participate in the CROSSROADS Program and agree to:

1. Meet with my mentor once a week;
2. Notify my mentor if I cannot meet with him/her for any reason;
3. Reschedule my meeting if cancelled;
4. Talk about my mentoring activities with my parents and my school counselor;
5. Attend all required program activities;
6. Communicate with the School Site Coordinator (name & phone) or the Project Director (name & phone) if I feel uncomfortable or experience problems during the program.

_____ _____

Parent/Guardian Signature Student Signature

_____ _____

Date Date

FORM 14 MENTOR RECRUITING RESOURCES

Education

Elementary & Secondary School Sites	Contact Person & Telephone Number	Strategy
1.		
2.		
3.		

Colleges

Student Organizations

1.
2.
3.

Faculty Organizations

1.
2.
3.

Staff Organizations

1.
2.
3.

Business/Industry

1.
2.
3.

Service Organizations

1.
2.
3.

Community Groups

1.
2.
3.

Social Agencies

1.
2.
3.

Professional/Trade Groups

1.
2.
3.

Religious Groups

1.
2.
3.

FORM 15 PUBLIC RELATIONS PLANNING

Newspaper

Education Reporter/Editor	Paper	Telephone Number
1.		
2.		
Features Reporter/Editor	Paper	Telephone Number
1.		
2.		

Radio

Program Director	Station	Telephone Number
1.		
2.		
Public Service Director	Station	Telephone Number
1.		
2.		

Television

News Director	Station	Telephone Number
1.		
2.		
Education Reporter	Station	Telephone Number
1.		
2.		
Public Service Director	Station	Telephone Number
1.		
2.		

Flyer/Poster/Billboard Locations

1.
2.
3.
4.

Presentations

Organizations/Businesses	Contact Person	Telephone Number
1.		
2.		
3.		
4.		

Newsletters

Organizations/Businesses	Contact Person	Telephone Number
1.		
2.		
3.		

Electronic Communication

1.
2.
3.

FORM 16 SAMPLE PROGRAM WRITE-UP

LIKE TO HELP A STRUGGLING STUDENT?

In South Carolina, one out of every three high school students drops out before graduation. Frequently, this decision is made during the seventh and eighth grades. Many of the skills that students need to be successful in school and beyond are acquired during these years. That's why middle school is so important.

The Clemson CROSSROADS Mentoring Project offers you the chance to **make a difference in the life of a middle school student**. You will participate in a variety of activities designed to introduce the student to the world of work and careers, and help strengthen his/her academic skills. The relationship that develops between you and the student will provide the kind of guidance, support and inspiration lacking at home or school.

REQUIREMENTS

1. Commit at least one hour each week during the school year to your protege. You may tutor, have lunch with the student, explore the Clemson campus, participate in sporting/social events or just talk.

2. Submit an application form indicating interests and hobbies as well as two personal references.

3. Attend a two-hour orientation session that will prepare you to work with your protege and provide a menu of ideas for program activities.

4. Attend two mentor-protege group activities.

5. Complete a simple project evaluation form at the end of the school year.

FOR MORE INFORMATION OR TO OBTAIN AN APPLICATION, CONTACT:

PROJECT DIRECTOR
ORGANIZATION
ADDRESS
PHONE

FORM 17 CROSSROADS MENTOR APPLICATION

PLEASE COMPLETE THE QUESTIONS BELOW AND RETURN TO:
PROJECT DIRECTOR, ADDRESS

NAME: _____

CIRCLE ONE: FACULTY STAFF STUDENT

BUSINESS ADDRESS (IF EMPLOYED): _____

_____

TELEPHONE NUMBER: _____ BEST TIME TO CALL: _____

HOME ADDRESS (CU STUDENTS GIVE LOCAL ADDRESS): _____

_____

TELEPHONE NUMBER: _____ BEST TIME TO CALL: _____

INTERESTS AND HOBBIES (CIRCLE ALL THAT APPLY, LIST ANY OTHERS IN THE SPACES PROVIDED):

BASKETBALL	FOOTBALL	DANCE	MARTIAL ARTS	GAMES	CARS
BASEBALL	CAMPING	HIKING	FASHION	COOKING	GOLF
MUSIC	SHOPPING	ART	_____	_____	_____

EDUCATIONAL BACKGROUND (CU STUDENTS LIST MAJOR & MINOR AND DATE OF GRADUATION.)

_____

LIST PREVIOUS WORK OR EXPERIENCES WITH YOUNG PEOPLE (I.e. , SCOUTS, CHURCH, COMMUNITY, ETC.)

_____

_____

WHO WAS YOUR MENTOR? _____

HOW DID HE/SHE CONTRIBUTE TO YOUR ACHIEVEMENTS TO DATE? _____

_____

WOULD YOU PREFER TO BE PAIRED WITH A MALE STUDENT OR A FEMALE STUDENT? CIRCLE ONE.
(PREFERENCES WILL BE HONORED WHENEVER POSSIBLE.) MALE FEMALE

PLEASE LIST TWO REFERENCES WHO HAVE KNOWN YOU FOR AT LEAST TWO YEARS. (BY SUPPLYING THIS INFORMATION YOU ARE GRANTING US PERMISSION TO CONTACT THE INDIVIDUALS LISTED):

REFERENCE'S NAME: _____ JOB/EMPLOYER: _____

HOME ADDRESS: _____

HOME PHONE: _____ BUSINESS PHONE: _____

REFERENCE'S NAME: _____ JOB/EMPLOYER: _____

HOME ADDRESS: _____

HOME PHONE: _____ BUSINESS PHONE: _____

WHAT SPECIAL SKILLS DO YOU FEEL YOU HAVE TO OFFER A YOUNG PERSON? _____

_____

_____

_____

HOW DID YOU HEAR ABOUT THE CROSSROADS PROGRAM? _____

TERMS OF THE MENTORSHIP:

1. SPEND AT LEAST ONE HOUR EACH WEEK WITH YOUR PROTEGE FOR THE REMAINDER OF THE SCHOOL YEAR.
2. ATTEND A TWO-HOUR ORIENTATION SESSION WHICH WILL PREPARE YOU TO WORK AS A MENTOR AND PROVIDE IDEAS AND ACTIVITIES.
3. ATTEND TWO MENTOR-PROTEGE GROUP ACTIVITIES.
4. COMPLETE A BRIEF PROJECT EVALUATION AT THE END OF THE SCHOOL YEAR.

I AGREE TO ALL OF THE CONDITIONS STATED ABOVE AND DO CONFIRM THAT I HAVE NOT NOR AM PRESENTLY ENGAGED IN ANY ACTIVITIES OF A CRIMINAL NATURE. I ALSO GRANT PERMISSION TO THE CROSSROADS PROJECT TO CHECK WITH THE APPROPRIATE AUTHORITIES (COURTS, YOUTH AGENCIES, POLICE AND MOTOR VEHICLES), IF NECESSARY, UPON MATTERS OF RECORD REGARDING MY BACKGROUND OR HISTORY.

SIGNATURE _____ DATE _____

FORM 18 LISTENING FOR MEANING AND PROPER PRAISING RECIPES

Listening for Meaning

1. Avoid being judgmental. Concentrate on the message and not the person.
2. Don't be insincere in your listening. If you fake attention, it will be evident.
3. Listen for ideas and not just facts. Look for the big meaning in what is said.
4. Avoid communication killers. Analyze your responses and be sure to avoid any actions or words that will cut off communication.
5. Put what you are hearing into words. After you have listened closely, try to put what the other person is saying and feeling into words and see how they react.
6. Get agreement. Communication involves knowing when and how to listen as well as how to use words.

Proper Praising Recipe

1. Be immediate. Catch them doing something right, right now!
2. Be sincere. If you cannot be sincere, say nothing!
3. Be specific. Concentrate on specifically what was done, not generalities.
4. Show the benefit. How does this effort really help the protege?
5. State your own reaction. People want to know how you really feel.
6. Ask if you can help. Offer your assistance. Don't order it!

** **"Praise in Public, Correct in Private."**

** **"Put Power into your Praise. Positive, Proper Praising will Motivate High Performance."**

** **"Teach the Way You Want to be Taught. Each of us wants Positive, Sincere Praise from our own Teacher. Provide Proper Praise for your own People."**

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FORM 19 THINGS TO AVOID AND THINGS TO DO

Don't	*Do*
Attempt to replace the parent(s) in situations that the parent should handle.	Preserve the mentor/protege relationship in the proper perspective—friendship.
Attempt to intervene in parent/child disputes.	Always listen. Hear what the child and/or the parent has to say. You may be able to bring insight to either or both, but never take sides or attempt to solve the problem.
Lose or misplace your integrity by trying too hard to facilitate the relationship.	Be real! Show trust, respect and understanding to the protege. An honest relationship will develop.
Be overbearing in trying to tell the protege what is best for him/her.	With care and understanding, teach, challenge and support the protege. Help him/her to develop a sense of individuality and self-concept.
Represent yourself as an authority figure.	Be a friend!
Attempt to remediate the protege's academic failures.	Use your expertise and practical wisdom to provide enrichment, inspire dreams and pursue realistic goals.
Expect miracles. A lot has to do with chemistry.	Say the match isn't working. You can be paired with another protege.
Be insincere.	If you fake attention it will be evident.

FORM 20 MENTOR EXPECTATIONS

- Show interest in protege's academic progress. (May offer to tutor or assist with projects or difficult assignments.)
- Encourage responsible behavior by protege.
- Be a role model.
- Invite joint decision making.
- Encourage protege to practice new skills.
- Give constructive feedback.
- Provide positive reinforcement.
- Encourage self-motivation.
- Help protege understand realities about education and work.
- Introduce protege to new, life experiences.
- Listen to protege's concerns and problems.
- Help protege find solutions to problems.
- Share life experiences and wisdom.
- Recruit additional mentors by sharing experiences in the program with fellow workers, relatives and friends.
- Have fun!

FORM 21 PROTEGE PROFILE SHEET

Student Profile Sheet

Please complete the following by printing and return the forms to School Site Coordinator.

Name: _____ Phone Number: _____

Address: _____ Birthdate: _____

_____ Grade: _____

City State Zipcode

How many brothers or sisters do you have? _____ None _____ Sister(s) _____ Brother(s)

My favorite music group is _____ My favorite singer is _____

My favorite TV show is _____

My favorite subject in school is _____

The subject I like least is _____

Three jobs I would like to find out more about are _____

_____ _____

I would like some extra help with my schoolwork. _____ Yes _____ No

Please circle any of the activities below that interest you. List others in the blank spaces.

Basketball	Football	Dance	Martial Arts	Games	Cars
Baseball	Camping	Hiking	Fashion	Cooking	Golf
Music	Shopping	Art	_____	_____	_____

I hope my mentor will _____

_____

_____

I am really good at _____

Two things I really like about myself are _____

_____

WELCOME TO CROSSROADS

CROSSROADS was designed to help young people improve academic achievement, increase self-esteem, gain knowledge about jobs and job opportunities through association with University faculty, staff and students. This relationship will help our student proteges to:

- Discover their strengths and skills and build upon them
- Gain self-respect through recognition and acquisition of new skills
- Increase knowledge and use of University and community resources
- Improve their abilities to set and achieve life goals
- Recognize the link between education and the world of work

A one-on-one relationship with a caring and concerned individual is often the critical link for young people in learning to avoid and deal with problems. It is also an appropriate way to involve them in meaningful and healthy activities. This guide is intended to help you as a mentor, encourage and direct your student protege as well as answer questions about the CROSSROADS program.

WHAT MAKES YOU A MENTOR?

You have been chosen for this program because of your experiences in learning and working with others. The best mentors are people who are enthusiastic about work and study. They have highly developed interpersonal skills. Sharing these interests and skills with young people is just the beginning.

However, the ultimate goal of mentoring is to encourage the total growth of younger, less experienced people whose needs and interests are your primary consideration. What you do and how you do it will depend on your student protege and the type of relationship you establish.

MENTOR ROLES AND EXPECTATIONS

Your student protege will see you in various ways. Listed below are some ways in which students find mentors to be helpful.

COMPANION

- Shares interests and experiences
- Enjoys time spent with protege

ROLE MODEL

- Admired by protege
- Possesses qualities and values protege desires

TEACHER

- Imparts information, knowledge and skills
- Participates in the learning process
- Demonstrates how to do things

RESOURCE

- Provides opportunities to try new things
- Introduces protege to new people, ideas, values, interests or cultures
- Provides access to and encourages protege to seek out new information sources

MOTIVATOR

- Promotes goal setting and helps protege to achieve goals
- Prods protege to try new activities
- Gives constructive feedback
- Encourages independent thinking and action

FRIEND

- Demonstrates warmth and caring for protege
- Respects protege's talents and interests
- Listens to protege's problems and concerns
- Believes in protege's abilities

MENTORING ACTIVITIES

CROSSROADS emphasizes mentors and proteges choosing and participating in joint activities. This focus helps pairs get acquainted in a comfortable, nonthreatening way. It redirects attention away from the question of liking and towards ongoing meetings. There is not one single area selected for you and your protege to work on, but a variety of activities with which you both can feel comfortable and enjoy. *Remember, an integral part of the program is to have fun!*

Because there are so many possibilities from which to choose, mentors and proteges find it challenging to decide what to do. We have listed some activities for your consideration. We have also included a calendar of events for the University and the school district which you can add to your list. Items are broken down by category.

Career Awareness

- Invite protege to spend time on your job
- Visit local businesses and talk with employees about their work
- Schedule visits to various University departments such as DCIT, DAPS or Engineering Labs
- Set up appointment with Clemson Career Center for interest inventory

Cultural or Academic Activities

- Take protege to lectures at Strom Thurmond Institute
- Attend Clemson Player, Community Theater or Children's Theater Productions
- Visit Lee Hall Art Gallery
- Participate in International Student Activities
- Attend Performing Artist Series events
- Involve protege in public service or community project (litter or recycling project)
- Help with homework or other academic areas in which protege requires extra assistance
- Visit the Cooper Library

Campus and Community Exploration

- Visit Cherokee Museum

- Walk around campus
- Visit the Botanical Gardens
- Attend community events such as Christmas parades, arts and crafts shows, Y-Beach activities
- Pick apples in Walhalla

Recreational and Social Events

- Attend a concert
- Go to a sporting event (football, soccer, baseball, tennis, swim meet, etc.)
- Engage in sports activities through Fike services
- Ride the University bike trails
- Go bowling at the Union or play video games
- Attend a movie at the Y-Theatre (schedules available at the Union)
- Go shopping
- Invite protege to spend time with you and your family (Make sure your family is supportive.)
- Cook a meal together
- Just talk
- Have lunch with your protege at school

This is just a small sampling of ideas to get you started. Watch local newspapers for ideas and schedules for the area. *The Tiger* and *The Clemson Weekly* also list various events planned for campus. Check with various student organizations. Sometimes just watching these groups in action can be an experience for your proteges. This exposes them to what campus life can be like and may encourage them to think of college as an option.

CROSSROADS POLICIES AND PROCEDURES

All mentors are expected to act in ways that encourage the protege to grow positively and to display responsible behavior. Most of your activities will focus on constructive and shared interests. However, there may be times when your protege wishes to discuss certain issues that cause concern or involve risk taking. If this happens, pat yourself on the back. You've established the kind of relationship we hoped for and have a real opportunity to help your protege grow. Remember, too, that this may be a test of your patience and values.

While you may not expose your protege to situations that involve sexual behavior, alcohol or drug use, you may certainly discuss these issues. Take the position of caring friend. Do not preach or proselytize no matter what your religious convictions. Let the protege lead the conversation and encourage him or her to think the issue through. Ask questions like: "What do you think would happen?" or "How would this affect your life?" Share your own experiences. Suggest that the two of you find additional sources of information. Do **not** try to be a counselor unless you have been professionally trained.

All communications are to be kept strictly confidential. In order to develop the type of relationship in which you can be effective, you must first be perceived as trustworthy. On your log sheets simply note how the relationship is progressing. For example, " talked about sports, X seems to be opening up and was responsive to the idea of playing tennis." The only exception to this is if you feel that the protege is being physically abused, neglected or is involved in a life-threatening activity. Report this at once to either the Project Director or the School Coordinator who will take appropriate action. You are not expected to be a social worker.

Keep your promises to your protege. These young people are too familiar with adults who are not consistent in their words or actions. Your role is to demonstrate that adults can and do keep promises. Follow-through is critical to establishing trust. Set up a system for communicating with your protege. If for some reason you must miss a meeting, notify your protege as soon as possible before the meeting. Reschedule immediately. If parents permit, obtain the home phone number and speak to the protege personally. In an emergency situation, you may contact the School Coordinator who will relay the message. If you cannot speak to the protege, make sure that you include a time when you will either meet or contact the protege to reschedule. Another alternative is to find a friend who will stand in for you. Make sure that you introduce the protege to this substitute first and involve him or her in at least one prior activity.

Encourage your protege to keep his or her promises to you. By scheduling meetings in advance you help the protege develop a sense of responsibility. Proteges have been informed of their responsibilities to you and to the program. They have also been instructed in how to contact you should it become necessary to cancel a meeting. If for any reason, you suspect there is a problem because of frequent scheduling conflicts, notify the Project Director. She will find out if a problem exists and takes steps to correct it. Proteges have made a commitment to the program just like you and we expect them to live up to their agreements.

Your primary responsibility is to the protege, not his or her family. You are in this program to supplement a student's experiences and opportunities. You are not expected to take on the parental role or undermine parental authority. We encourage you to meet the protege's parents in order to better understand his or her needs. You may even want to ask the parent(s) what their hopes and dreams are for the child and how they think you can help fulfill those dreams. We also encourage you to talk to the School Coordinator who can give you valuable insight about the protege.

You are not encouraged to play "fairy godmother or godfather" to the protege or the family. The object of the program is to be a friend. Gifts are strongly discouraged. It is fine to feed the protege if you deem it appropriate (say, ice cream or a burger while at the mall). Birthday or Christmas cards are permitted. If you feel you must give some token, the cost should not exceed $5.00. We do **not** want to encourage competition among proteges for gifts. There have been instances in other programs where mentors have been "taken" for large sums. We don't want this to happen to you. If your protege starts asking you for gifts, we ask you to discourage this behavior. Should it persist, contact the Project Advisor who will take appropriate action.

Obtain parental permission if you and the protege plan weekend or evening activities. This is for your protection. Make sure the parent understands what you plan to do and where you'll be. Be very clear about departure and return times. It may be helpful to leave this information with the parent.

You or your protege are not compatible. Unfortunately, not all matches are on target. If after five to six weeks of consistent activity you and your protege seem to conflict, it may be necessary to find a different protege. Please remember that the relationship will take time to establish. Should you experience discomfort with your protege, please contact the Project Director or the School Coordinator early. We may be able to help the two of you. If not, we will make other arrangements.

If you should decide to leave the program. Circumstances beyond our control can make it impossible to meet our commitments. We will be sorry if you must terminate, but we ask that you help us find another mentor for your protege. (After all, you will probably know him or her pretty well by now.) We also ask that you help us help the protege recognize that your leaving has nothing to do with him or her. Sometimes young people negatively internalize unrealistic messages. We want to avoid this.

Regular communication is important. In order to monitor the mentor-protege relationship, we require you to write a short summary of your contacts on the log sheets provided. You may send them to the Project Director monthly. The Project Director will also call you periodically.

COMMUNICATION TECHNIQUES

Communication is one of the most wonderful and yet frustrating skills in the world. We've all experienced difficulty in understanding others and being understood. Below you will find some techniques that may help you start a dialogue between you and your protege. These will also ensure that you understand what your protege is telling you.

Encouraging Dialogue

Invite the protege to talk.

"Would you like to talk about it?"
"I'll listen whenever you want to talk."

Acknowledge protege's feelings.

"You seem (upset, sad, angry) about something."
"You don't seem to feel well."

Share what you feel.

"I find it hard to know what to say when I first meet someone."
"I'm a little concerned about my (job, family, studies) today."

If You Feel You Need More Information

Draw out the protege.

"How would you do that?"
"Can you share why you did that?"
"What do you like (most, least) about this?"
"Could you tell me more?"
"How does that make you feel?"

Use Nonverbal Techniques.

Establish soft eye contact (direct, but not a glare).
Be silent and wait for protege to continue.
Nod and smile.
Find a quiet place to converse.
Face protege and lean forward slightly.

Listening without Giving Approval or Offering Solutions.

Ask leading questions that encourage the protege to think.

"What would happen if you did that?"
"What do you think you could do in this situation?"
"What's the (best, worst) that could happen?"
"How would you handle this situation?"
"How would you feel?"

Respond neutrally. Do not approve or disapprove.

"That's one way. What's another?"
"How would your (best friend, parents, teacher) react?"
"What do you think is the best way to handle this?"

Ensuring that You Understand What Is Said or Felt

Restate what the protege said in your own words.

"Did you mean that ..."
"What I heard you say ..."
"Do you think that ..."

Look for clues. Check:

Tone of voice
Facial expression
Body language
Gestures

When the Conversation Stops Abruptly

Review your actions. Did you:

Change the subject?
Indicate disapproval or dislike by your facial expression or body language?
Misread how the protege felt?

Respond to how the protege felt?

To restart the dialogue:

Ask if you upset the protege.
Share a similar situation in your life.
Ask if he or she would like to continue the discussion.
Express your appreciation of the protege's trust.

FEEDBACK

Feedback is an integral part of the communication process. We must have some indication of our progress (or lack of it). We ask you to provide your protege with positive feedback, but also to correct him or her when necessary.

Praise can make a protege feel wonderful when given in a way that can't be discounted. Find specific occurrences of observable behavior. Don't generalize. For example, "You made an 'A' on that English paper. You really must have studied." Focus on what the protege can control, not motivations or feelings.

Corrections should gently instruct, not demean a protege. For example, "You hurt Mary's feelings when you laughed at her." Corrections should include the positive and negative. Give information rather than demand a change in behavior. Put yourself in the protege's place. How would you like to be treated in this situation?

Remember, be generous with praise and sparing with criticism!

CROSSROADS CONTACTS

We, as project planners, also need feedback. We encourage you to contact us if any problems arise, you feel you need some additional assistance or information, or you just want to talk. We are available and welcome your suggestions and recommendations. You are a vital part of this project. We need your input to make it work.

Project Director

Name
Address
Office Phone Home Phone

School Site Coordinator

Name
Address
Office Phone Home Phone

FORM 23 MENTOR PROFILE SHEET

MENTOR INFORMATION

1. Name: _____
2. Occupation: _____
3. Phone number where you can be reached: _____
4. What is your family like? _____

_____

5. What kind of music do you like? _____
6. Who is your favorite singer? _____
7. What is your favorite television show? _____
8. What is the funniest thing that ever happened to you? _____

_____

9. What do you like best about Clemson? _____

_____

10. What do you enjoy doing for fun? _____

_____

11. Describe your typical week day. _____

_____

_____

12. What is the most embarrassing thing that happened to you?

_____

_____

13. What kinds of things can we do together? _____

_____

_____

FORM 24 MENTOR-PROTEGE MEETING LOG SHEETS

CROSSROADS PROGRAM

MENTOR-PROTEGE MEETING LOG SHEETS

MONTH/YR: _____ **MENTOR:** _____ **PROTEGE:** _____

GENERAL COMMENTS:

CONCERNS:

PLANS FOR NEXT MEETING:

GENERAL COMMENTS:

CONCERNS:

PLANS FOR NEXT MEETING:

GENERAL COMMENTS:

CONCERNS:

PLANS FOR NEXT MEETING:

GENERAL COMMENTS:

CONCERNS:

PLANS FOR NEXT MEETING:

Please return to Project Director, Address.

FORM 25 MENTOR TELEPHONE INQUIRY LOG SHEET

Date: _____ Caller: _____

Mentor Name: _____ Protege Name: _____

Progress of mentor-protege relationship (circle one):

1 2 3 4 5

Mentor-Protege Activities Completed:

Mentor-Protege Activities Scheduled:

Problems or Concerns:

Mentor-Parental Relationship (circle one):

1 2 3 4 5

Miscellaneous Information:

Recommendations:

Follow-Up , if indicated:

FORM 26 PROTEGE MATCH EVALUATION SHEET

Date:_____ Interviewer: _____

Protege Name: _____ Mentor Name: _____

Protege Perception of Relationship (circle one):

Very Good Good So-So Poor Very Poor

Mentor-Protege Activities Completed:

Mentor-Protege Activities Scheduled:

Do you enjoy spending time with your mentor? Explain.

What other things would you like to do with your mentor?

Are there any problems or changes you would like to talk about?

Recommendations:

Follow-Up, if indicated:

FORM 27 TEACHER PERCEPTIONS OF STUDENT PARTICIPANTS

TO:

FROM: ABC Coordinator

RE:

We are evaluating the effectiveness of the "Attitude/Behavior Change" Program. The student named above has been meeting with a faculty facilitator since (date).

In determining if the student has noticeably changed in specific, observable areas we need your input. Would you please answer the following and return to my mailbox?

HAS THE STUDENT IMPROVED IN THE AREA OF:

ATTENDANCE?	YES	NO
BEHAVIOR?		
(Exhibits less disruption; stays "on-task" in class)	YES	NO
ATTITUDE?		
(Demonstrates more concern or responsibility; reflects pride in self)	YES	NO
GRADES?	YES	NO

Any other improvements?

Thank you! We will share the results of this study with you very soon!

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Program Development and Training Resources

Beginning A Mentoring Program. ONE PLUS ONE project on mentoring, Pittsburgh, PA, (412) 622-1491.

The Brevard Compact Mentor Handbook. Brevard County Public Schools, Melbourne, FL, (407) 631-1911.

Careers: Making the Right Moves. CUNY/BOE Student Mentor Program, New York, NY, (212) 645-4141-3.

Coordinator's Guide to Oregon Community Mentorship Program. Student Retention Initiative Business/Education Partnerships, Portland, OR, (503) 373-7543.

Cross Cultural Mentoring: Minority Students and Preservice Teachers-Does it Work? Department of Educational Curriculum and Instruction, College of Education, Texas A & M University, College Station, TX 77840, (409) 845-8384.

Diversity in Mentoring Video. ONE PLUS ONE project on mentoring, Pittsburgh, PA , (412) 622-1491.

Four Steps to Better Objectives. The Wisconsin Clearinghouse, Madison, WI, (608) 263-2797.

Guide for Planning, Implementing and Evaluating A Mentoring Program. Women's Educational Equity Act Publishing Center, Newton, MA (800) 225-3088. In MA (617) 969-7100.

Hand in Hand: The Mentor Handbook. Kershaw County School District School-Business Partnership Program. DuBose Court, Camden, SC 29020, (803) 432-8416.

Helping Skills Training for Mentors. Colonial School District, New Castle, DE, (302) 429-4046.

Ideabook for Mentors. Women's Educational Equity Publishing Center, Newton, MA, (800) 225-3088. In MA (617) 969-67100.

A Leader's Guide to Mentor Training. Far West Laboratory for Educational Research and Development, San Francisco, CA, (415) 565-3010.

Linking Up: A Final Report on a Mentoring Program for Youth. Department of Human Development and Family Studies, College of Human Ecology, Cornell University, Ithaca, NY 14853-4401.

Mentor Handbook. CUNY/BOE Student Mentor Program, New York, NY, (212) 645-4141-3.

Mentor Log Book. CUNY/BOE Student Mentor Program, New York, NY, (212) 645-4141-3.

The Mentor Handbook. Educational Resources Network, Inc., Norwalk, CT 06854, (203) 866-9973.

Mentoring Guide. The New York State Mentoring Advisory Committee, 11 West 42nd St., New York, NY 10036.

Mentoring International. International Centre for Mentoring, Vancouver, British Columbia, Canada, (604) 684-4134.

Mentoring Manual: A Guide to Program Development and Implementation. The Abell Foundation, Baltimore, MD, (301) 547-1300.

Mentoring Programs for At-Risk Youth. The National Dropout Prevention Center, Clemson, SC, (803) 656-2599.

Mentoring Program Handbook. Liberty Partnerships Program, Fredonia, NY, (716) 673-3314.

The Mentor's Manual. Linking Up Program, Department of Human Development and Family Studies, Cornell University, Martha Van Rensselaer Hall, Ithaca, NY 14853-4401.

Milestones in Mentoring Video and Guidebook. ONE PLUS ONE project on mentoring, Pittsburgh, PA, (412) 622-1491.

One on One: A Guide for Establishing Mentor Programs. U. S. Department of Education, Washington, DC.

ONE PLUS ONE Video. Project Literacy US and WQED TV, Pittsburgh, PA, (412) 622-1491.

Partners in Growth: Elder Mentors and At-Risk Youth. Public-Private Ventures, Philadelphia, PA, (215) 592-9099.

The Power of Mentoring. ONE PLUS ONE project on mentoring, Pittsburg, PA, (412) 622-1491.

Recruiting Corporate and Community Mentors for School-Based Mentoring Programs. HOSTS Corporation, Vancouver, WA, (206) 694-1705.

Skill Training and Empowerment Program (STEP). The International Centre for Mentoring, Vancouver, British Columbia, Canada, (604) 684-4134.

Turning Point. ONE PLUS ONE project on mentoring, Pittsburgh, PA, (412) 622-1491.

The Volunteer Coordinator's Handbook. National Resource Center for Youth Services, 202 West 8th St., Tulsa, OK 74119-1419.

Youth Mentoring: Programs and Practices. ERIC Clearinghouse on Education, Urban Diversity Series #97, New York, NY, (212) 678-3433.

A Youth Mentoring Program Directory. ONE PLUS ONE project on mentoring, Pittsburgh, PA, (412) 622-1491.

Mentoring Programs

The ABC Program. Coconut Creek High School, 1400 Northwest 44th Ave., Coconut Creek, FL 332066, (305) 977-2100. Dr. Sharon Roesch-Coordinator.

The Brevard Compact. The School Board of Brevard County, 2700 St. Johns St., Melbourne, FL 32940-6699, (407) 631-1911. Anne McDaniel-Coordinator.

Calloway County Mentorship Program. Calloway County Schools, P. O. Box 800, Murray, KY 42071, (502) 753-3033. Dr. Nancy Lovett and Dr. Taylor Hollin-Coordinators.

Campus Compact. Brown University, 25 George St., Box 1975, Providence, RI 02912, (401) 863-1119. Lisa Hicks-Associate Director.

Career Beginnings. Center for Human Resources, The Heller School, Brandeis University, P. O. Box 9110, Waltham MA 02254-9110. Betsy L. Baker-Program Assistance Coordinator.

CUNY/BOE Student Mentor Program. 351 West 18th St., Room 236, New York, NY 10011, (212) 645-4141. Barry Kwalick-Director.

The Fast Program. Indiana University-Purdue University at Fort Wayne, Office of Multicultural and Special Services, 2101 Coliseum Blvd. East, Fort Wayne, IN 46805-1499, (219) 481-6913. Marcia Sanders-Program Director.

The Greenville Urban League Partnership Program Mentorship Component. 15 Regency Hill Dr., P. O. Box 10161, Greenville, SC 29603, (803) 244-3862. Mr. Jackie Williams-Mentorship Coordinator.

Hand in Hand: The Kershaw County School District School-Business Partnership Program. The School District of Kershaw County, DuBose Court, Camden, SC 29020, (803) 432-8416. Dr. Mary Jones, Coordinator.

HOSTS Structured Mentoring Program. 1801 D. St., Suite 2, Vancouver, WA 98663-3332, (206) 694-1705. Dr. Jerry Willbur-President and Chief Operations Officer.

The Learning Juncture. 5900 North High St., Worthington, OH 43085, (614) 888-8472. Dr. Lester Jipp-Executive Director.

Liberty Partnerships Program. State University of New York-Fredonia, Room E160, Thompson Hall, Fredonia, NY 14063, (716) 673-3314. Jade Wysong-Mentor and Volunteer Coordinator.

The MENTOR Program. New York Alliance of Public Schools, the Federal Bar Association and the Board of Education of the City of New York. Suite 3600, 180 Maiden Lane, New York, NY 10038, (212) 510-7507. Judy Breck-Coordinator.

The MENTOR Program. Public Affairs Office, The Washington State Bar Association, 500 Westin Building, 2001 6th Ave., Seattle, WA 98121-2599, (206) 448-0441. Jo Rosner- Director.

Norwalk Adopt-A-School Mentor Program. Norwalk Public Schools, 125 East Ave., P. O. Box 6001, Norwalk, CT 06852-6001, (203) 854-4011. Dr. Susan Weinberger-Public Affairs Officer.

Project Live. The Children's Aid Society, 105 East 22nd St., New York, NY 10010, (212) 949-4800. Esther W. Hundley-Executive Associate, Management and Budget.

Project RAISE. 616-D N. Eutaw St., Baltimore, MD 21201. Joyce Brown-Project Director.

Rising S.T.A.R. Grand Canyon University, 8533 N. 50th Place, Scottsdale, AZ 85253, (602) 249-3300. Dr. Barbara Dickerson-Project Director.

School to Work Program. Greater Hartford Chamber of Commerce, 40 Main St., P. O. Box 1373, Torrington, CT 06790-1373, (203) 525-4451.

*****Additional mentoring programs may be found by searching the NDPC's FOCUS database.**

Mentoring Organizations

Action, 1100 Vermont Ave., NW, Washington, DC 20525.

American Association of Retired Persons (AARP), 1909 K. St., Washington, DC 20049, (202) 662-4895.

ASPIRA Association, Inc., 1112 16th St., NW, Suite 340, Washington, DC, (202) 835-3600.

Big Brothers/Big Sisters of America, 230 North 13th St., Philadelphia, PA 19107, (215) 567-7000.

Breakthrough Foundation, 3059 Fillmore St., San Francisco, CA 94123, (415) 673-0171.

Cities in Schools, 1023 15th St., NW, Suite 600, Washington, DC 20005, (202) 861-0230

Enterprise Foundation, 505 American City Building, Columbia, MD 31044, (301) 964-1230.

Family Service America, Severson Information Center, 11700 West Lake Park Dr., Milwaukee, WI 53224.

I Have A Dream Foundation, 31 West 34th St., 6th Floor, New York, NY 10001, (212) 736-1730.

Intercultural Development Research Association (IDRA), 5835 Callaghan Rd., Suite 350, San Antonio, TX 78228, (512) 684-8180.

International Centre for Mentoring, 1200 West Pender St., Suite 510, Vancouver, B.C., Canada V6E 2S9, (604) 684-4134.

The Mentoring Association, A202 Ellsworth Hall, Western Michigan University 1201 Oliver St., Kalamazoo, MI 49008-5161, (616) 387-3320.

NAACP, 4805 Mount Hope Dr., Baltimore, MD 21215, (301) 486-9149.

National Association of Partners in Education (NAPE), 601 Wythe St., Suite 200, Alexandria, VA 22314, (703) 836-4880.

National Council of La Raza (NCLR), 810 First St., NE, Suite 300, Washington, DC 20002, (202) 289-1380.

National Dropout Prevention Center, Clemson University, 205 Martin St., Clemson, SC 29634-5111, (803) 656-2599.

National Mentor Network, Public Television Outreach Alliance and WQED, 4802 5th Ave., Pittsburgh, PA 15213, (412) 622-1491.

National Urban League, 500 East 62nd St., New York, NY 10021, (212) 310-9292.

One To One, 2550 M. St., NW, Washington, DC 20037, (202) 862-0121.

Uncommon Individual Foundation, 3 Radnor Corporate Center, Suite 400, 100 Matsonford Rd., Radnor, PA 19087, (215) 964-3511.

United Way of America, 701 North Fairfax St., Alexandria, VA 22314, (703) 836-7100.

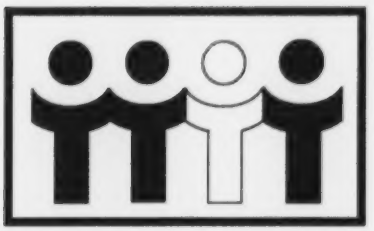
Volunteer, 1111 North 19th St., Suite 500, Alexandria, VA 22209, (703) 276-0542.

YWCA of the USA, 726 Broadway, New York, NY 10003, (212) 614-2700.

The Guidebook is part of a series of dropout prevention research reports published by The National Dropout Prevention Center. Additional copies may be ordered for $14.95 plus shipping and handling. The Center has produced a variety of other products which can be helpful to those who work with at-risk youth.

To obtain a complete list of publications and prices call or write:

Publications Department
National Dropout Prevention Center
Clemson University
205 Martin St.
Clemson, SC 29634-5111
(803) 656-2599



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